BOSTON UNIVERSITY

SCHOOL OF EDUCATION

Service Paper

A STUDY OF AUDIO-VISUAL CLUBS, GRADES NINE

THROUGH TWELVE

Submitted by

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In partial fulfillment of the requirements for
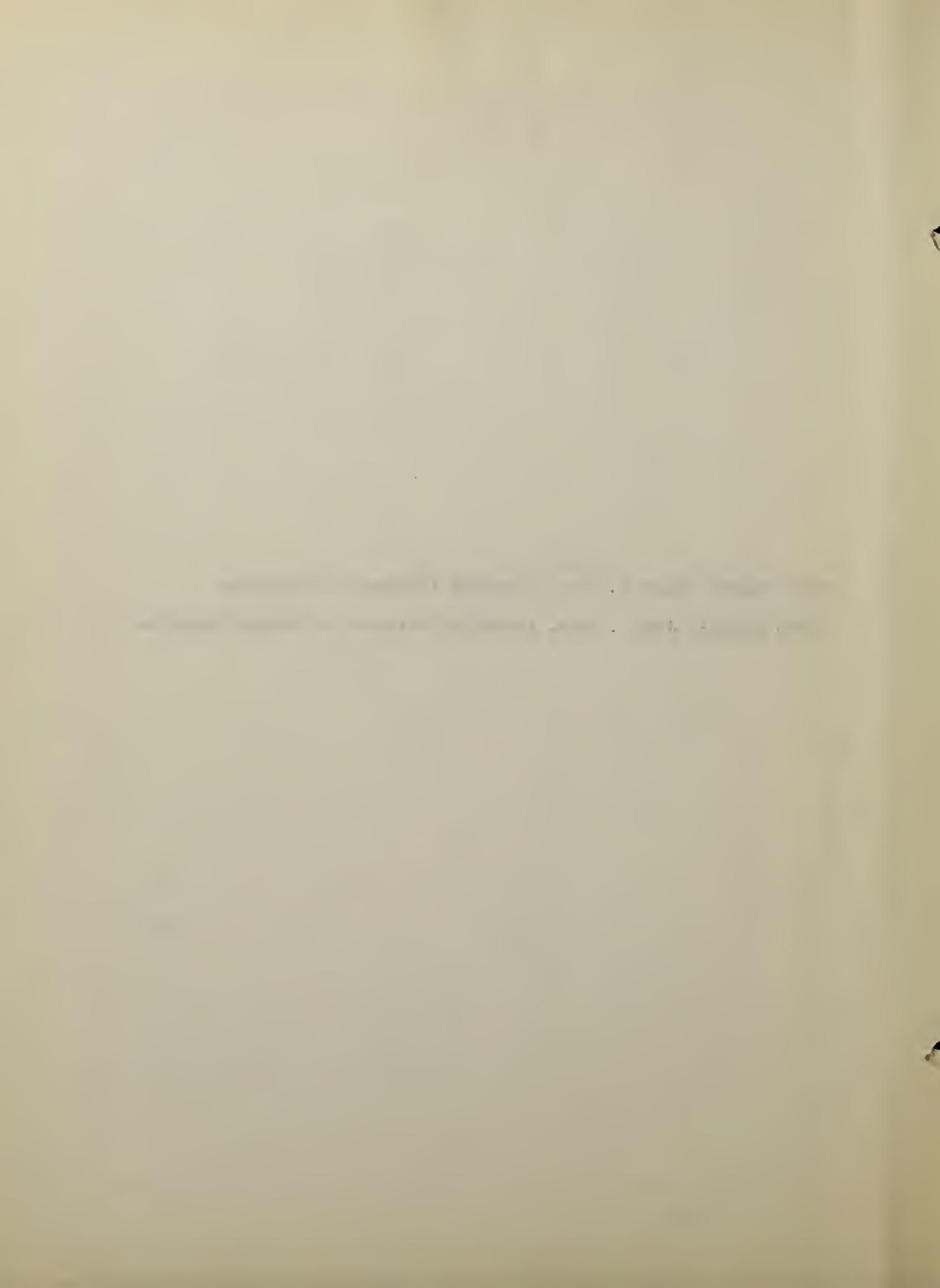
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FIRST READER: Henry W. Syer, Assistant Professor of Education

SECOND READER: John G. Read, Associate Professor of Science Education

Acknowledgment

I am deeply grateful to Professor Henry W. Syer for his assistance in choosing and planning this service paper. Through his patient attention to the general and specific detail he has helped to create a much more unified paper than the author would have been able to do alone.

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CHAPTER I

THE PROBLEM AND STATEMENT OF LIMITATIONS

One of the most difficult problems connected with the modern trend to decentralize audio-visual aids and to use individual classrooms for all types of projection and display purposes is that it takes many people to handle the equipment and material in such a way as to obtain maximum use of the total investment in the audio-visual field. The audio-visual aids program thus offers an opportunity to give to many students "direct, purposeful experiences." [1]

> If a school is to perform successfully its function of training for effective citizenship, it is essential that the total influence of the school be directed to that end. Not only must the pupil experience in classroom and other formal situations be characterized by democratic principle and practice, but every phase of the institutional life, informal as well as formal, must contribute in an unified fashion to the common objective of developing attitudes, understandings, and ways of behaving characteristics of a good citizen. Extra-classroom activities, therefore, can make an essential and significant contribution to the citizenship education program of the school and, indeed, must make such a contribution if the program is well rounded and effective. [2]

[1] Edgar Dale, Audio-Visual Methods in Teaching (New York: The Dryden Press, 1947), p. 39.

[2] G. Strayer and others, Survey of Pittsburg Public Schools (Pittsburg: 1939), p. 221.

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We thus find that the problem is twofold: to maintain a large student force to assist in carrying out the audio-visual program and at the same time use this opportunity for the benefit of the students and the general morale of the school itself.

THE PROBLEM

Statement of the problem. The purposes of this study are (1) to find the general trends in organization methods in audio-visual departments with regard to student assistants in all phases of the program, and (2) to analyze the findings in the light of opportunities for participation in active, direct, purposeful experiences.

Delimitations of the study. An attempt was made to gather information from all cities in the United States having populations of 50,000 or over. (Population statistics taken from the census of 1940). The research was further restricted to senior high schools, grades nine through twelve and in cities with junior high schools to grades seven through twelve.

In this paper the term audio-visual is used to designate the activities in handling public address systems, cameras, projection aids, radios, recorders, record players, files, mounted pictures, classroom bulletin boards, corridor bulletin boards, and the finding of material in the library on requests of teachers.

CHAPTER II

REVIEW OF THE LITERATURE

Much has been written in regard to the organization, admin-
istration, supervision, and mechanical facilities of audio-visual edu-
cation, but very little can be found concerning the basic structure on
which the extensive classroom use of audio-visual aids must rest -
namely, the student organization which must handle the many small duties
for which no city could possibly afford to pay.

The development of audio-visual organizations is closely re-
lated to the development of the 16 mm projectors and 16 mm films. Al-
though sound films were produced in 1929 and ERPI started making in-
structional 16 mm films in the same year, [1] J. Frederick Andrews [2] was
forced to conclude from the results of a most comprehensive investigation
covering the organization and functions of visual education departments
in the large cities of the United States in 1933:

> While the use of visual material is not a new
> activity in the educational process, the definite
> organization and administration of visual instruction
> is yet an educational innovation.

[1] Harry H. Haw, "Visual Education," Department of Elementary School Prin-
cipals, Washington, National Education Association, pp. 26-27, 1940.

[2] J. Frederick Andrews, Organization and Administration of City Depart-
ments of Visual Instruction, (unpublished Master's thesis, School of Edu-
cation, Stanford University, 1933), P. 197.

Prior to 1933 the films, exhibits, etc., being circulated in most school systems were comparatively few in number, and could be handled by small departments and individual teachers. About this time, however, the impact of the more dramatic, educational sound film began to be felt. A few examples of how the 16 mm projectors freed from special fireproofed and licensed operators helped the spread of visual education and likewise caused the need for student assistants can be deduced from the following facts.

In Cleveland, Ohio, the visual department which had circulated 17,322 units in 1925, circulated 156,645 units in 1933. [1] During the years 1928 to 1934, New York raised the percentage of schools equipped with motion picture projectors from 20 per cent to 45 per cent. [2] In Chicago the visual aids department used 647 films in 1929-30, and in 1935-36 they used 60,000 films. Buffalo, New York, which used no 16 mm films in 1929, used 14,605 16 mm films in 1935-36. [3]

With this tremendous increase in units to be handled came another opportunity to help develop students. [4]

The nomenclature "audio-visual" appears in the Education

1/ W. M. Gregory, "The Services of a Central Department, " National Elementary Principal, Thirteenth Yearbook, National Education Association, (Washington, D. C., 1934) Volume 13, no. 5, pp. 175-184.

2/ J. Roy Hazlett, Analysis and Evaluation of the Organization, Administration and Supervision of Departments of Visual Sensory Aids, (unpublished Doctor's Thesis, University of Pittsburg, 1938), p. 23.

3/ Edgar Dale and Lloyd L. Ramseyer, Teaching with Motion Pictures, (American Council on Education, Washington: Series II, Volume I, no. 2, April, 1937), p. 5.

4/ Strayer and others, Loc. Cit.

Index as a main alphabetical division in the year 1937. In 1937 there also appeared an article by C. T. Dieffenbach [1] of the J. Hull Browing School located at Tenafly, New Jersey. Although the A/V organization, mentioned in this article was based on a fifth and sixth grade level, it contained a valuable breakdown into specific functions. For example, each week the President of the organization appointed radio operators, backstage experts, bulletin board assistants, stockroom helpers, and special agents to the Principal. For these assignments, students were chosen who were not yet qualified to act as "first class operators."

To become members of this organization, students had to have the approval of their classroom teachers. This approval could be withdrawn at any time with the permission of the Principal.

> The members showed development in self-reliance, sportsmanship, and initiative as well as resourcefulness and valuable manipulatory skills. [2]

There were forty members in the organization and four hundred pupils in the school. Three teachers acted as leaders, and meetings were held every Friday after school, at which pupils who had signed up for examinations were allowed to take the various tests. Every item in the tests had been carefully listed for the students to study and practice.

In November of the same year, an article appeared entitled, "Movie Club as a Visual Education Project." [3] Mr. Spires had organized

[1] C. T. Dieffenbach, "Student Activity in A Visual Aid Program," Educational Screen, 16: 11-12, January, 1937.

[2] Ibid.

[3] L. C. Spires, "Movie Club as a Visual Education Project," Educational Screen, 16: 285-6, November, 1937.

the Club at the Community High School, Carterville, Illinois in 1935.
He had selected the students from four different courses; Art, Mechanics,
Physical Science, and Typing. His Club had six departments; Art, Camera,
Editing, Darkroom, Technical, and Advisory. The principal objective of
Mr. Spires' Club was to make movies.

About a year later, in September, 1938, the Chicago School
Journal carried an article by L. R. Robins. [1] Mr. Robins broke down his
organization into departments and explained the functions of each in de-
tail. The Club had six departments; Personnel, Service, Editorial, Pub-
licity, Mechanical, and Production. Students were allowed to serve in
more than one department. The Personnel Department was responsible for
contacting the classroom teachers and arranging assignments for the pro-
jectors and the sound amplifier; for assisting in making up orders for
films and slides; for taking pictures of school activities, including
movies of classroom activities; for providing entertainment for assem-
blies; for running errands; for assisting in making slides; and for
supplying a portable radio for classroom use. The Service Department
was responsible for repairing machines and changing lamps under the per-
sonal direction of the Director; for oiling the machines, checking and
repairing the extension cords, cleaning lenses, and watching over the
proper use of the sound equipment. The Editorial Department was respon-
sible for reviewing the pictures and slides shown in the school. The
Publicity Department was responsible for bringing the various activities
of the Club to the attention of the students, teachers, and citizens.

[1] L. R. Robins, "Students Serve Visual Education," Chicago School Journal,
20: 32-5, September, 1938.

The Mechanical Department was made up of the operators who also served in other departments. The Production Department was responsible for building a library of pictures, both still and motion, of classroom activities.

Mr. Robins used a system of service point awards for advancing the students in the organization.

The Audio-Visual Center had a secretary on duty each period of the school day, who was responsible for passes for students and releases of equipment during the period. There was also on duty each period a Chief Operator responsible for the crews working in the various classrooms. This was one of the most complete articles of those which I was able to find.

"Student Operation of Visual Education Equipment," [1] appeared in the June, 1941 issue of the Educational Screen. This article written from Bremerton, Washington, was very complete in listing the duties of the various divisions of the organization. The duties of the Chief Operator were: (1) to see that equipment and supplies are properly stored away when not in use, (2) to check operators' record sheets and turn them in at the office at the end of the day, (3) to contact the teachers for previews and information concerning what periods the equipment will be used, (4) to do minor maintenance work such as oiling the machines and splicing the films, (5) to see that the film is properly rewound and packed for shipment after being used, (6) to keep check on operator's schedule to see that an operator is available for all booked requests

[1] H. W. Malstrom, "Student Operation of Visual Education Equipment," Educational Screen, 20: 236-8, June, 1941.

for equipment.

The duties of a Regular Operator were: (1) to set up equipment for use, (2) to check on condition of equipment, films, slides, and the like before they are used and during the showing, (3) to take care of the lighting and ventilation, (4) to rewind films and prepare equipment for the next operator, (5) to fill out and sign operator's check sheet and have the instructor sign it, (6) to help trainees to become accustomed to the operation of the equipment.

The duties of a Trainee were: (1) to help operators for three months, and (2) to pass a written examination. This was the first mention in any of the literature of requiring students to take a written test in order to qualify as operators.

This Club held its meetings one half hour before school and through a point award system members were able to earn emblems to put on their sweaters. Points toward an emblem were granted at the rate of one for each half hour of operating experience while in charge of equipment. The Chief Operator had a special emblem which he earned after having been a successful operator for one semester.

Mr. Malstrom believed that as many operators as possible should have a knowledge of radio or electricity. Photography, he felt, was also very helpful. He also believed that an instructor with some knowledge of radio or electricity should be in charge of all maintenance work.

In the line of repair parts, he found by experience that the following supplies were necessary: (1) complete set of tubes, (2) extra fuses of the proper sizes, (3) projector lamps, (4) belts and cables used on the machines, (5) line cords and extensions, (6) an extra speaker cable.

The entire Club was set up in three major divisions: (1) to show silent and sound movie films, (2) to control the public address system, and (3) to show slides, film-strips, etc.

The underlying philosophy of the organization was:

Organizing the visual and audio education program with an efficient system of student operators provides the school with the lowest possible cost of operation and leaves the teacher free to carry out to the fullest advantage the subject content being considered. 1/

D. G. Williams 2/ presented several different features to the readers of the Clearing House in October, 1941. These features were: (1) he selected only poor academic and maladjusted students, and (2) by recording on their passes, he kept a record of their errors made while on the job.

This organization at the High School in Great Falls, Montana, was limited to thirty-five members, and he had a permanent waiting list from which to select the students he wished to use. The Club had a Chief Operator, six Shift Operators, and three Assistants; a Chief Mechanic with a crew for minor repair work; a Chief Inspector with three assistants, who were really clerks.

All the boys in the Club had passes which were punched as follows: one punch for negligent action, two punches for poor projection, and three punches if the fault could have been remedied. The Shift Operators and their Assistants worked only during study periods.

This organization also held two social activities during the

1/ H. W. Malstrom, Loc. Cit.

2/ D. G. Williams, "Visual Aids Club," Clearing House, 16: 77-9, October, 1941.

year. Sometime during the year they ran a special movie show for the school, and in the spring the Club went on a picnic.

In November of the same year, 1941, Mr. Williams [1] made a plea for further coordination in the audio-visual activities in schools. He claimed that the already busy classroom teacher should be able to reach all types of audio and visual materials from one source and thus make the use of materials a practical and actual function rather than a futuristic dream. To quote Mr. Williams:

> All audio-visual materials should be unified under one department and thus help the classroom teacher tremendously. The department should handle all areas of materials; radio, visual aids, school journeys, school museums, radio recordings, and television (when it comes). [2]

A description of a "Student-Operated Department of Visual Aids," [3] gives added weight to the value of audio-visual club activities. Under Mr. Stewart's direction the students ran a department made up of a central office, a projection room, and a store room. After several years of observing the work of the students, he drew the following conclusions:

> The students showed an added feeling of responsibility and a desire to be of service; an increased feeling of self-reliance; a development of motion picture appreciation (evaluation). [4]

One of the most valuable returns received by the members of the

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[1] D. G. Williams, "Need for a Coordinated Service Department," California Journal of Secondary Education, 16: 407-9, November, 1941.

[2] Ibid.

[3] Lyle F. Stewart, "A Student-Operated Department of Visual Aids," National Association of Secondary School Principals Bulletin, 25: 108-10, October, 1941.

[4] Ibid.

projection group is the opportunity to see a great variety of films which increases their general knowledge and cultural background.

An article entitled "Success Lies in Organization," [1] which appeared in The Nation's Schools in 1942, while it did not contain any specific functions for student assistants, shows that if the program is built around the Director and the teachers alone, the time element eliminates the possibility of any extensive use of audio-visual materials.

The value of the audio-visual program to both the school and the assisting students was recognized in the Denver, Colorado schools about 1943. [2] In the South High School in Denver, the assisting students were given academic credit, the same as for any unprepared subject in the school. The members had to be both reliable and in good academic standing, and also had to serve at least one (never more than two) periods a day to qualify for credit.

W. J. Hageny [3] utilized the important educational device of the school public address system by channeling the interest and enthsiasm of the students into a fine program. The organization shows how necessary it is to have a student organization to obtain maximum results in the proper usage of a public address system. This Broadcasting Club not only had charge of the equipment, but it also had the following functions: training announcers, setting up equipment, monitoring the programs, writing scripts, filing recordings.

[1] A. Jardine, "Success Life in Organization," Nation's Schools, 30: 49-50, August, 1942.

[2] Robert Collier, Jr., "Systematic Planning and Management of a Senior High Film Program," Educational Screen, 22: 164-7, May, 1943.

[3] William J. Hageny, "Broadcasting Club," Clearing House, 18: 469-71, April, 1944.

The Coolidge Visual Aid Squad, [1] established in 1940 in
Washington, D. C., culminated its testing program by an interesting
"blind fold" test. An interesting feature in this club was the preparing
of and duplicating lists of subject aids for each teacher in the building.
These lists were prepared in September of each year. This Club had three
divisions: Senior Members, Junior Members, and Trainees. The scholastic
standing of the volunteering students was also considered by the Coordi-
nator before allowing the students to become Trainees.

In 1944, M. L. Molyneaux [2] found, as the result of a survey,
that high school boys, in Pittsburg, Pennsylvania, were doing booking and
filing, packing materials, and loading trucks; and that high school girls
were working as booking and filing clerks, and typists. He found that
many of these students were working on a part-time basis during and after
school hours and were being paid about thirty-five cents per hour. The
boys and girls who participated in the program were first put through a
thorough training period and then assigned to operate during their study
periods. The new members, called Apprentices, were assigned to experi-
enced operators for a second period of training. The students assigned
to a job were responsible for delivering the equipment and films, setting
up the materials, cleaning lenses, running the machines, packing the
machine (or materials) after the showing and either returning it to the
office or delivering it to the next assigned classroom. The student assist-

1/ D. F. Chassy, "Coolidge Visual Aid Squad Functions," Educational Screen,
   23: 197-9, May, 1944.

2/ M. L. Molyneaux, "Audio-Visual Aids - A Survey: Observations of Current
   Practices in Visual Education Departments," Educational Screen, 23: 11-15,
   65-8, January, February, 1944.

ants were also handling habitat groups, dioramas, exhibits, maps, charts and flat pictures.

Itinerant or student projectionists were going from school to school showing films that had been ordered by teachers. Mr. Molyneaux [1] stated:

> Student projectionists are found to be highly satisfactory in most high school situations when the teacher in charge sets and maintains high standards of operation and care of the equipment.

"Organizing a Student Operators Club," appeared in December, 1944, and had many valuable suggestions. [2] Mr. Crakes sums them up in eight statements. Although a club can be formed successfully on either a volunteer or a selective basis, he found that the selective basis worked better. The size of a club should depend on the total number of pupils in the school, the number of aids to be handled, and the number of periods in the school day. He recommends at least a chairman and a secretary. In order to insure success, careful instruction should be given to the members before allowing them to project on their own. If the students are well trained and supervised, they will derive excellent training in the sharing of responsibilities. Mr. Crakes also maintains that it is feasible to give the members of the club regular academic credit as the training is valuable to both college students and non-college students. The use of the lower grade students will allow them to grow and thus learn more and help more. He has found that a student leader or director can be given considerable authority with resulting benefits to all con-

1/ Molyneaux, Loc. Cit.

2/ C. R. Crakes, "Organizing a Student Operators Club," School Activities, 16: 126-8, December, 1944.

cerned.

In the Junior High School, Bloomfield, New Jersey [1] we find another example of a perfected organization. Mr. Nagy's student organization is an excellent proof of what students can do to help themselves and their school, if properly motivated and trained. Mr. Nagy has divided the work into two phases: audio-visual projection, and radio broadcasting, maintaining separate clubs for each.

The Audio-Visual Club, which included the Camera Crew, was organized on a volunteer basis, but the prospective members had to be recommended by their Home Room teachers. Mr. Nagy, the Director, trained the members with the help of two assistants. After an eight-period instruction session, the students were given a practical test, which if passed, placed them on probation. After the new member had actually shown pictures successfully in five class periods, he became a full club member. His class operation was judged by one of the experienced crew members. After this, the student learned to operate all the other machines in the department.

A great deal of emphasis was constantly brought to bear on the members that kept them from forgetting that they were assisting the school staff. The students were used only during their study periods, and they were notified in advance of their assignments, so as not to interfere too much with their homework. A special crew reported each day to make sure that everything was in order for the first assignments. This same crew cleaned up and set everything in order at the close of the

1/ O. R. Nagy, "Student Assistance in Audio-Visual Aids," School Activities, 19: 19, September, 1947.

day.

Robert Mognis of Marysville, California, [1] called his group
"Operators' Corps," and after the first year no one could operate a pro-
jector without a license. The leader of the group was called Captain of
the Corps. The members were awarded two-year silver certificates, a
silver pin for the third year, and a gold pin for the fourth year of
service.

Grace M. Heacock of the Kensington High School, Buffalo, New
York, [2] wrote an excellent and complete description of her student group
for the National Education Association in the November issue of the
Association's Journal, 1948. A brief summary of her article follows:

In a school of 2200 pupils and 85 teachers she, with the help
of one assistant, maintains a staff of 25 students who by their enthu-
siasm do more to stimulate the use of the audio-visual materials than any
other factor.

1. Students are recommended to the Coordinator
2. Students are interviewed by the Coordinator
3. Students are required to work at least three
     semesters
4. New students are required to have their parents
     sign a parental permit card
5. No student is accepted who has previously failed
     any subject
6. Ninth grade students are preferred as beginners,
     but others are accepted
7. Each new training class is restricted to ten
     pupils
8. The total number in the Club is kept at 25
9. Students begin training on the glass slide
     projector

[1] Robert Mognis, "Operators' Corps: It Saves Audio-Visual Time, Money,"
Clearing House, 22: 101-2, October, 1947.

[2] Grace M. Heacock, "Students Aid Audio-Visual Program," National Educa-
tion Association Journal, 37: 536-7, November, 1948.

10. The new students are first instructed by the advance students
11. The members learn how to make slides
12. As part of the qualifying test, students must make a few slides
13. These slides are shown when the students demonstrate their ability to operate
14. The same procedure is followed with the other aids
15. The experienced members supervise the new members for a period of probation
16. The students finally learn to operate:

    a. Stereoptican
    b. Film-strip
    c. Opaque
    d. 16 mm silent
    e. 16 mm sound
    f. Turntables (records)
    g. Wire recorder
    h. Record cutting

17. They are allowed to practice during study periods
18. They must pass a written test on the theory of operation and a practical examination in an actual classroom situation
19. If they pass, they receive an operator's license which is good for one year
20. Students receive a service certificate award, presented on what is called "recognition day."

Girls handle the secretarial duties of the organization.

1. They learn about the different projectors
2. They learn how to set up the machines and how to pack them away
3. One of the secretaries is on duty before school and during each period of the school day
4. One senior secretary handles the outside correspondence other than the Central headquarters

Under the set-up maintained by Miss Heacock, teachers are able to preview the pictures which they order.

One of the primary objectives for forming the organization was to increase the use of audio-visual aids in the classrooms. Her experience has shown that this objective has been accomplished. A second

great benefit which has resulted from the organization is the personal
satisfaction which the students have received from helping both their
classmates and the faculty of the school. Many times, students who were
unable to participate in the sports program have been able to "find"
themselves in the activities of the Club.

The members have also received educational guidance from the
great number of films which they have been able to see. This has been an
advantage, especially to students in the college course. Many other
students have received vocational guidance from these same activities.

Sam S. Blanc [1] added a new phase to the possibility of ob-
taining projection efficiency, which he described in an article called
"Three-Way Projection Service." His story, told very briefly, of the
"Three-Way" is as follows: speaking of the classroom teacher -

1. He may learn to operate the equipment and be
   responsible for the projection himself. Equipment
   and materials are brought to his room as before
   but the operators do not remain.

2. He may delegate two students from his class for
   special training so that they will be prepared
   to take over the operation of projection equip-
   ment when it is used.

3. He may, if he chooses, rely upon student operators
   drawn from the central pool, as previously.

Mr. Blanc found that teachers who were prepared with number 2
above, were never bothered with late or missing operators. Also many
teachers found that members of the class were less disturbing and more
familiar with the routine of their particular classrooms.

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[1] Sam S. Blanc, "Three-Way Projection Service," Educational Screen, 28:
114-15, March, 1949.

SUMMARY

Prior to the nineteen thirties little attempt was made by administrators to capitalize on the success of individual teachers in using visual and audio materials in building better backgrounds and understandings among their pupils. The problem seemed to rest on the shoulders of the exceptional individual teachers and the pleasure of their principals. Gradually, during the early part of the "thirties" administrators began to see an opportunity of circumventing the age old customs of teacher, department, principal, and central administrator relationship. With the advent of a central office handling films for an entire system, the opportunity came to shift the load from individual teachers and an occasional principal to the shoulders of one person for the entire system. His duty was to see that, regardless of the individual beliefs and practices of teachers and principals, the entire student body received the benefits of all the audio-visual aids.

The program became so popular with the students and progressive teachers that the original estimates of machines and films had to be revised yearly. Assistance was needed in the rapidly expanding program and this was found in selecting student assistants who were and still are in the great majority of cases, used to service the program without receiving any organized credit for their time, efforts, or abilities. Furthermore, in too many systems membership in the Audio-Visual club has been restricted to students of high scholastic standards. The services needed by audio-visual departments call for abilities often found in students unable to attain high or even passing marks in academic classes.

Now, after almost twenty years of development of the program, and at a time when the program would collapse without the assistance of students, only a very small per cent of school systems are giving academic credit for this assistance. It is encouraging, however, to see that this percentage is constantly increasing.

One of the biggest drawbacks in the program is the fact that few systems have the facilities to take care of the requests of every teacher in every department. The result is that progressive teachers are making use of the aids while the rest of the teachers are not fighting to give their pupils the benefits of the program. As a matter of fact, the poorer a teacher is the more that teacher's pupils would benefit by participating in the program!

In schools where only two or three reels are shown a week, the problem of student organizations is not a serious handicap. However, in schools where several machines are operating every period, and sometimes twice a period, a great deal of organization is needed. If the school is organized on an alternating program, the complications are almost doubled. In situations like this, the repair facilities become acute. Adequate supplies of all kinds must be kept on hand to facilitate a smooth-running program. In order to do this, specialized departments of student assistance are needed. The literature shows a need for continuous growth from a small group of projectionists to a student department containing specialized groups in projection, maintenance, clerical, personnel, construction, and publicity.

As the program increased in complexities, the need for student assistance becomes more and more important, but as yet the students

are the "unsung" heroes of the program.
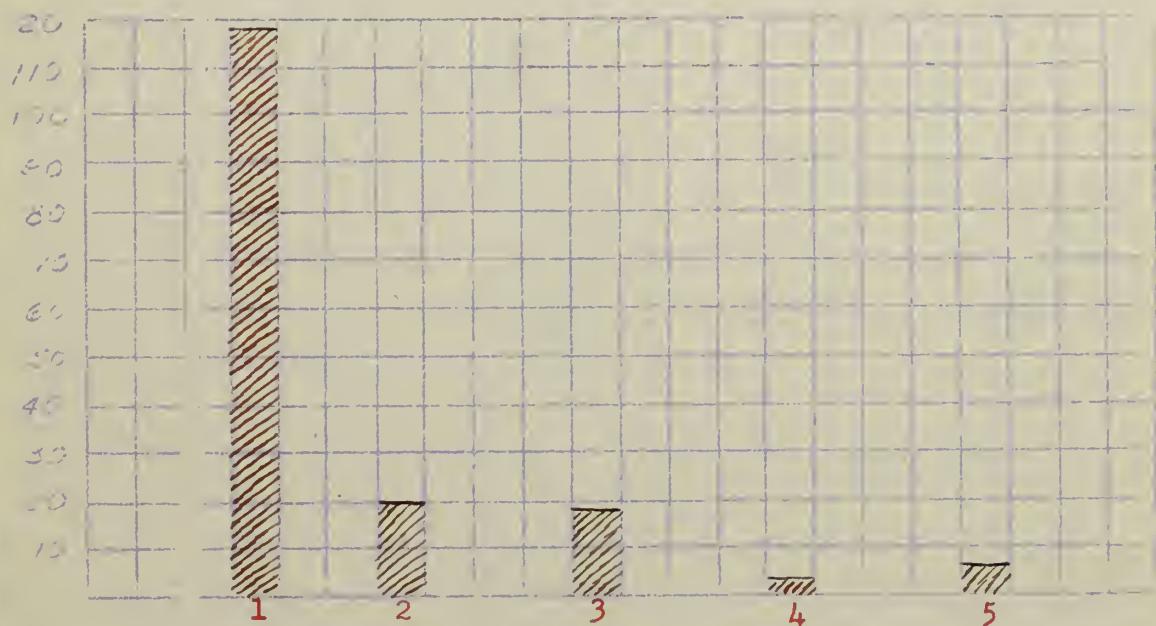
CHAPTER III

TABLES AND ANALYSES

Table #1

Basic Statistics

1. 118 school systems reporting projection clubs

2. 20 school systems reporting audio-visual organizations but no
   clubs

3. 18 school systems reporting no audio-visual organizations

4. 2 school systems answering letter but not the questionnaire

5. 5 school systems reporting that clubs were being planned

Table #1

From the 191 letters and questionnaires which were sent out, 156 returns were received. The total per cent of returns was 82. According to the latest statistics, there should be at least 169 audio-visual departments among the 191 cities, [1] for a total of about 89 per cent. Returns were received from 138 audio-visual departments or 72 per cent of the 169 possible departments. Of these 138 audio-visual departments reporting, 118 or 85 per cent reported as having some kind of club organizations. Among the remaining departments, student help was used with no attempt to organize the students in any formal way.

	Cities	Possible Returns	Actual Returns
Questionnaires	191	191	156
Departments	169	169	138
Clubs	169	169	118
No Departments	21	21	18

Note Two returns were received too late to be included. Both cities had
      Audio-Visual Departments and club organizations.

1/ National Education Association Research Bulletin, 1949 (Vol. 27, No. 1. Washington, D. C.: National Education Association of the United States, February, 1949), p. 24.
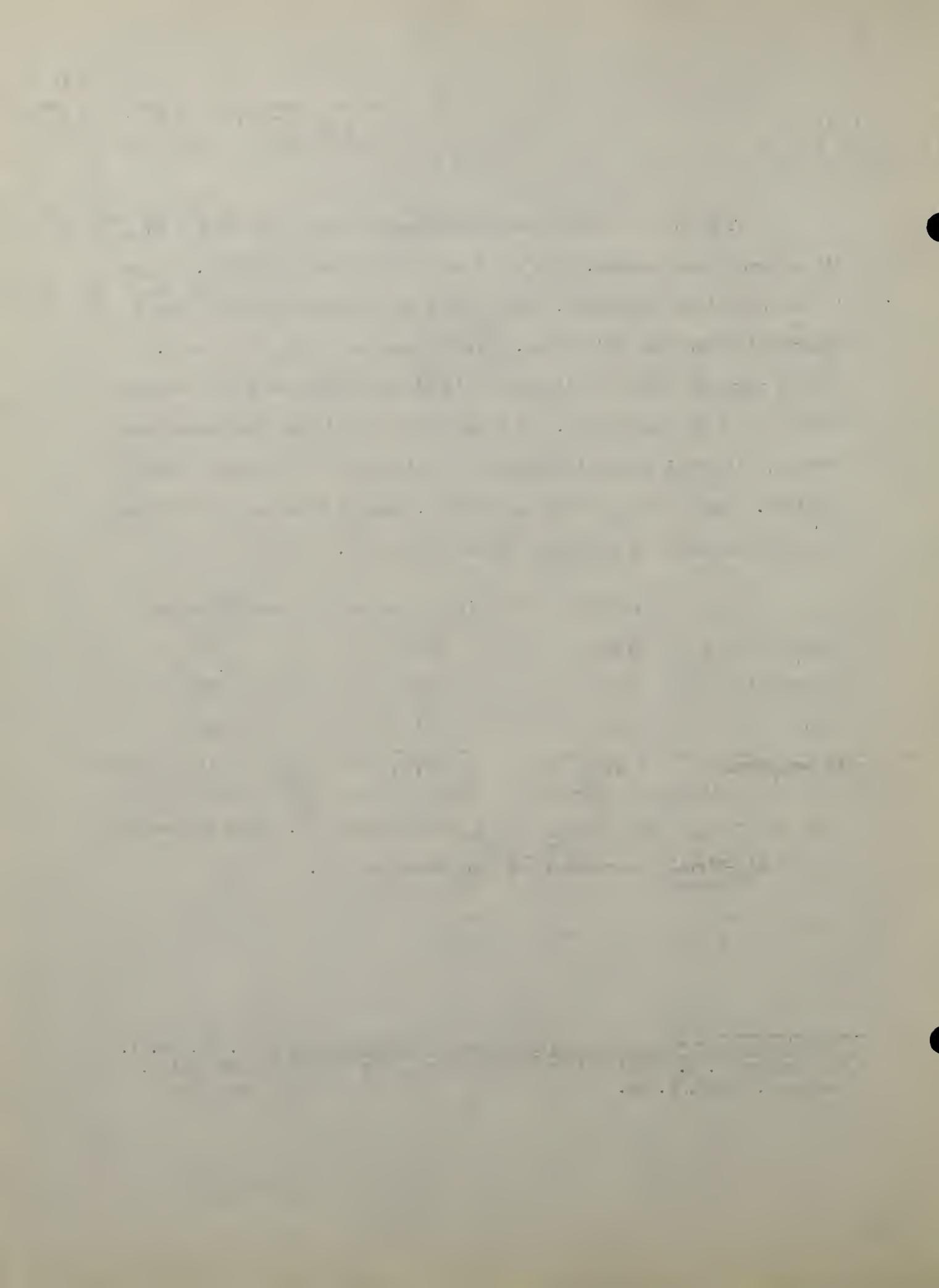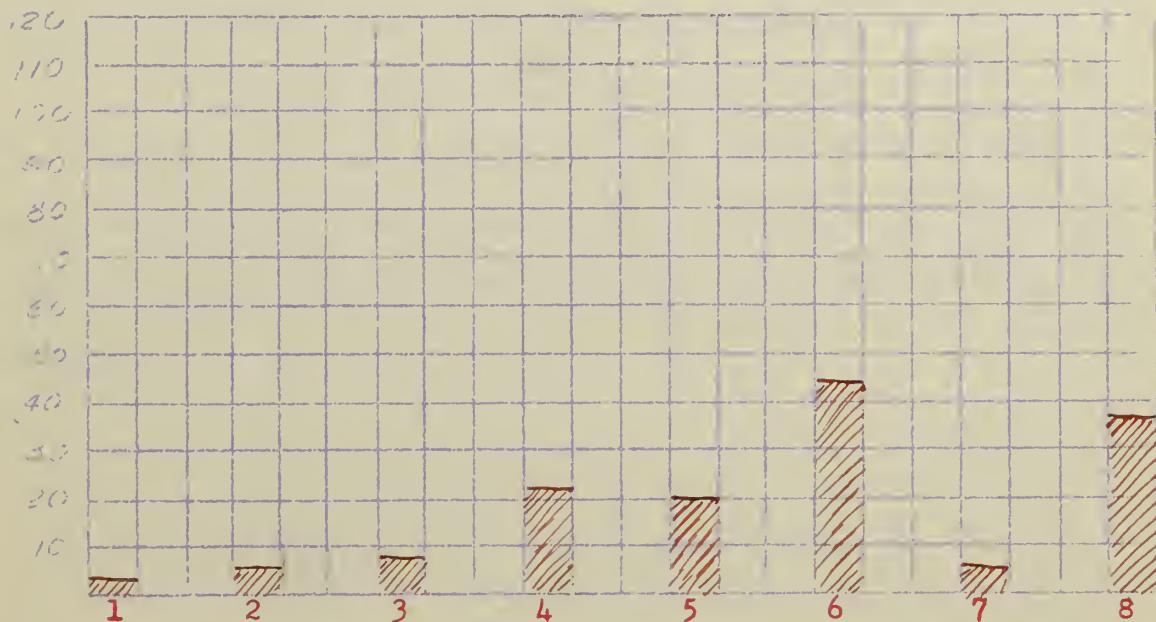
Table #2

Organization Dates

1. Audio-visual departments organized during the years
    1918 - 1923 2
2. Audio-visual departments organized during the years
    1924 - 1928 4
3. Audio-visual departments organized during the years
    1929 - 1933 5
4. Audio-visual departments organized during the years
    1934 - 1938 21
5. Audio-visual departments organized during the years
    1939 - 1943 20
6. Audio-visual departments organized during the years
    1944 - 1948 44
7. Audio-visual departments organized during the years
    1949 - 1950 4

8. Audio-visual departments already organized but which
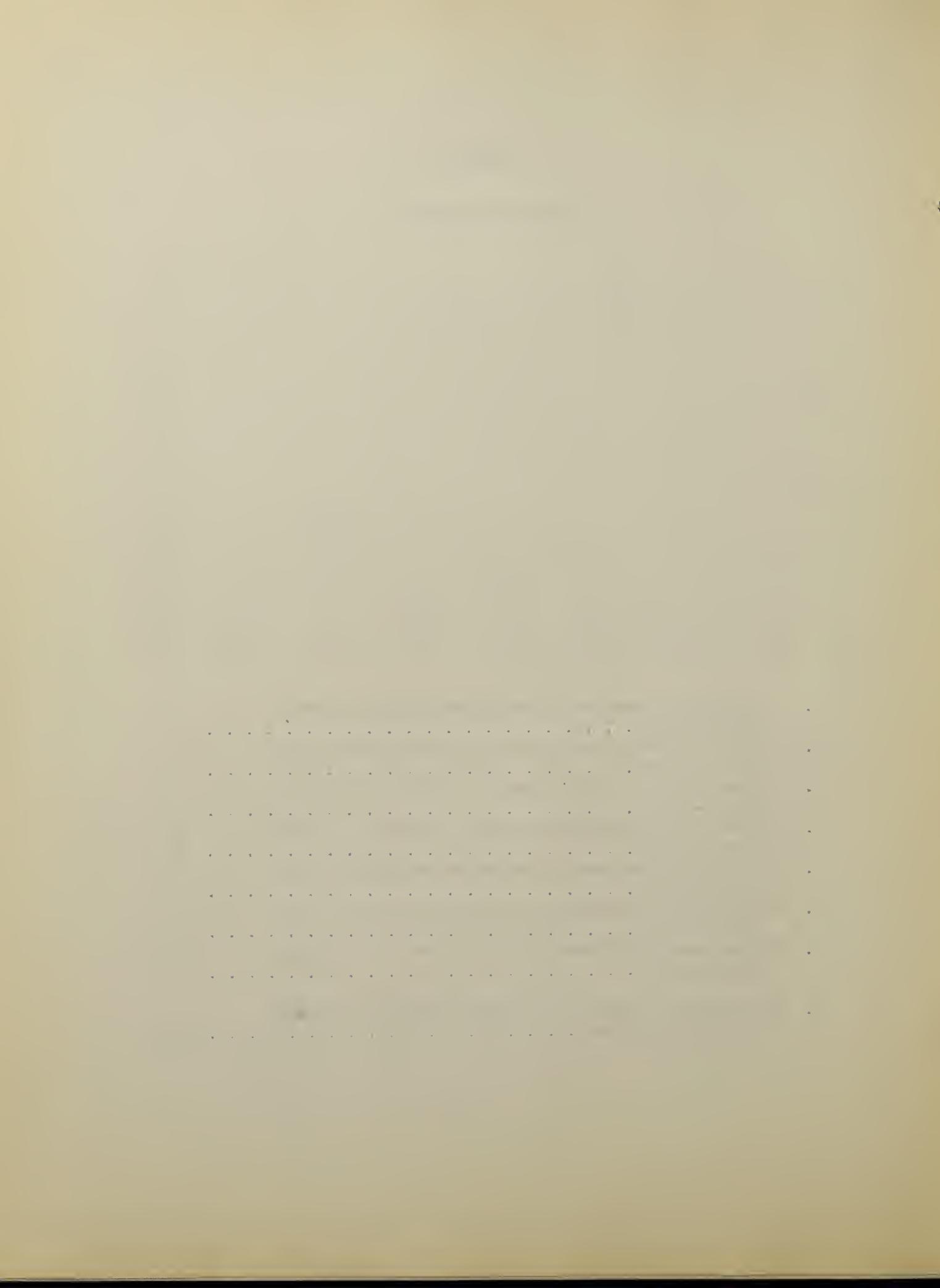   returned no dates 38

Table #2

Of the 138 returns having audio-visual departments, 100 or 72 per cent gave the dates of their organization. Of these 100 organizations, 85 or 85 per cent were organized since 1943.

It is very apparent that the audio-visual departments have been accepted by the vast majority of public school systems. However, many systems have not yet been organized long enough to have completely ironed out their difficulties and to have attained their maximum possibilities.

Table #3

Major Club Activities
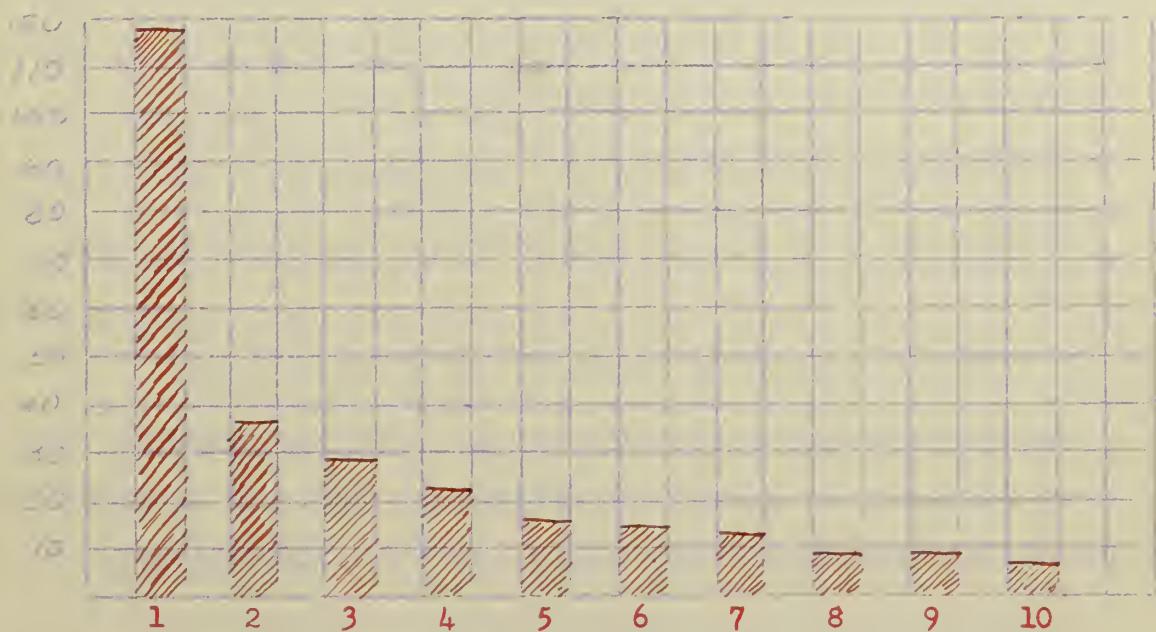
1. 118 clubs reported activities in operating projected aids
2. 37 clubs reported activities in circulating mounted pictures
3. 29 clubs reported activities in operating public address systems
4. 22 clubs reported supervising camera clubs
5. 15 clubs reported activities in library research
6. 13 clubs reported activities in supervising corridor bulletin boards
7. 11 clubs reported activities in recording programs for school use
8. 8 clubs reported activities in supplying classroom bulletin boards with material
9. 8 clubs reported activities in servicing classrooms and auditoriums with records
10. 6 clubs reported activities in servicing (stage) auditoriums

Activities in handling the following services were mentioned once: stadium, publicity, museum displays, and field trips.

Table #3

There is a wide spread of opportunities in the field of possible activities. 100 per cent of the systems reporting clubs, reported operation of projected aids; but only 31 per cent reported that they were in charge of the public address systems. One activity that should be very closely connected with the audio-visual department is the camera club, yet only 18 per cent of the 118 clubs are covering this activity.

From a study of the literature and the questionnaires it is fairly evident that a coordinator must have assistance, on a part time basis at least, if his organization is going to do anything more than handle the film end of the program. It is equally as evident that even with this part time assistance from one or more of the faculty, the program must include a well staffed student club in order to reach and maintain a maximum program.

Table #4

Minor Club Activities
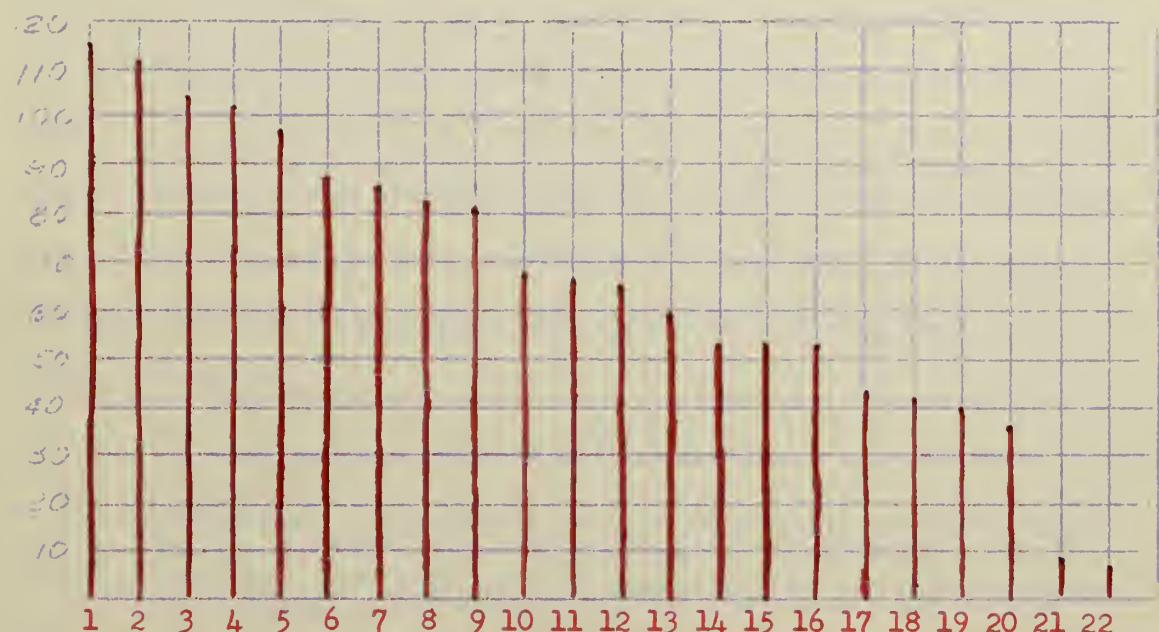
1. 116 reported . . running equipment
2. 111 reported . . setting up equipment
3. 104 reported . . rewinding films
4. 101 reported . . splicing films
5. 97 reported . . delivering equipment
6. 86 reported . . delivering material
7. 84 reported . . demonstrating equipment to students
8. 82 reported . . collecting material from rooms
9. 80 reported . . demonstrating equipment to teachers
10. 66 reported . . keeping records of rooms and material
11. 65 reported . . inspecting films
12. 64 reported . . errands in school
13. 59 reported . . making assignments to club members
14. 52 reported . . keeping attendance of club members
15. 52 reported . . repairing machines
16. 52 reported . . ordering material from central library
17. 43 reported . . errands outside of school
18. 41 reported . . visiting rooms to check desired material
19. 40 reported . . making material for projection
20. 34 reported . . evaluating films
21.   6 reported . . repairing furniture
22.   3 reported . . building models

Table #4

The importance of these minor activities lies in the fact that they open up such a wide range of opportunities for such diverse aptitudes and skills. With so many things to be done, there is a job for everyone. The percentage of opportunities which are being used range all the way from 97 per cent down to 2 per cent. The majority of opportunities which are being used lie around the use of projected aids. Where clubs have been in operation for a period of years many more phases of the program have been developed and thus these clubs are now offering many opportunities for more active, direct participation.

Any job, no matter how insignificant, can be made to appeal to some individuals. For example, the job of running errands becomes something more than mere routine when there is a messenger department with a Chief, Assistants, and Apprentices.

Thus the audio-visual department offers a grand opportunity for letting practically any type of student find a job at his own level in which he can happily serve his school and his fellow students.

Table #5

Repair Functions
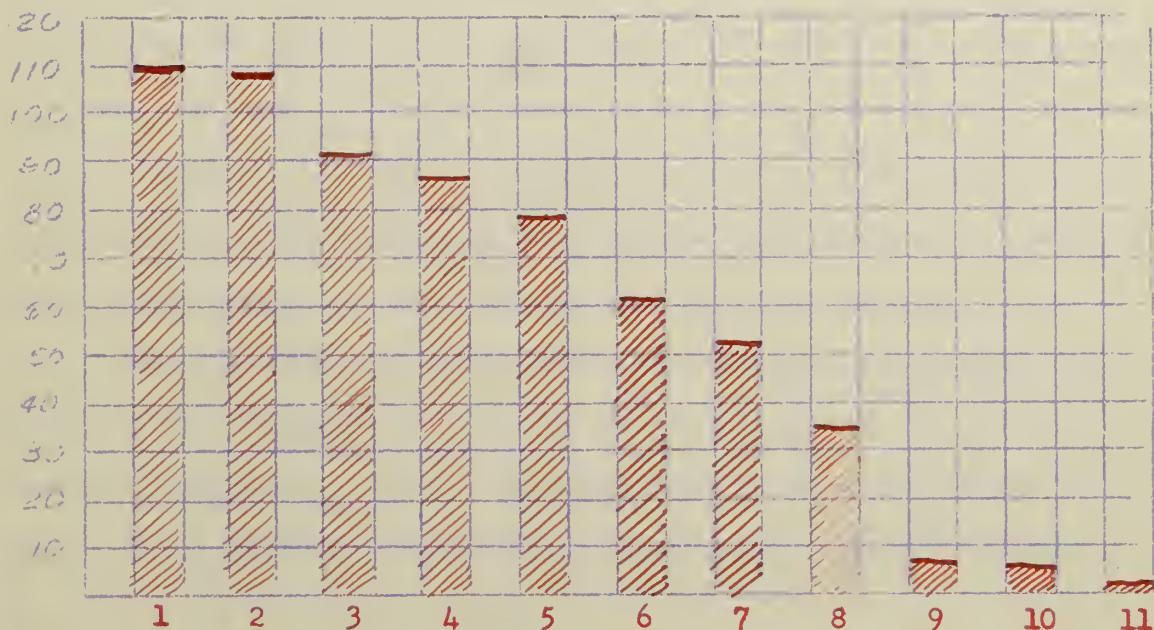
1. 100 reported . . cleaning lenses

2.   99 reported . . replacing lamps

3.   91 reported . . oiling motors

4.   86 reported . . replacing spring belts

5.   79 reported . . replacing fuses

6.   61 reported . . replacing tubes

7.   52 reported . . examining for defects

8.   33 reported . . replacing leather belts

9.   7 reported . . repairing cords and plugs

10.   5 reported . . general overhauling

11.   2 reported . . repairing playbacks

Table #5

In general, students are not being allowed to participate in
any serious way in the repair program. Only 5 per cent of the clubs
are allowing the students to do more than give the machines perfunctory
check-ups. In many of the very large systems, full time repair men are
on duty. Even in these cases, it seems feasible to have a group of
students help. This would be of even greater value to the student group
if the particular school did not have any technical courses.

Even to take care of the minor replacements, the oiling, the
cleaning, etc., requires or at least gives the opportunity for estab-
lishing a department. Records should be kept of all the machines in-
cluding the dates of all breakdowns and replacements along with the
number of hours of actual operation.

Table #6

Production Functions
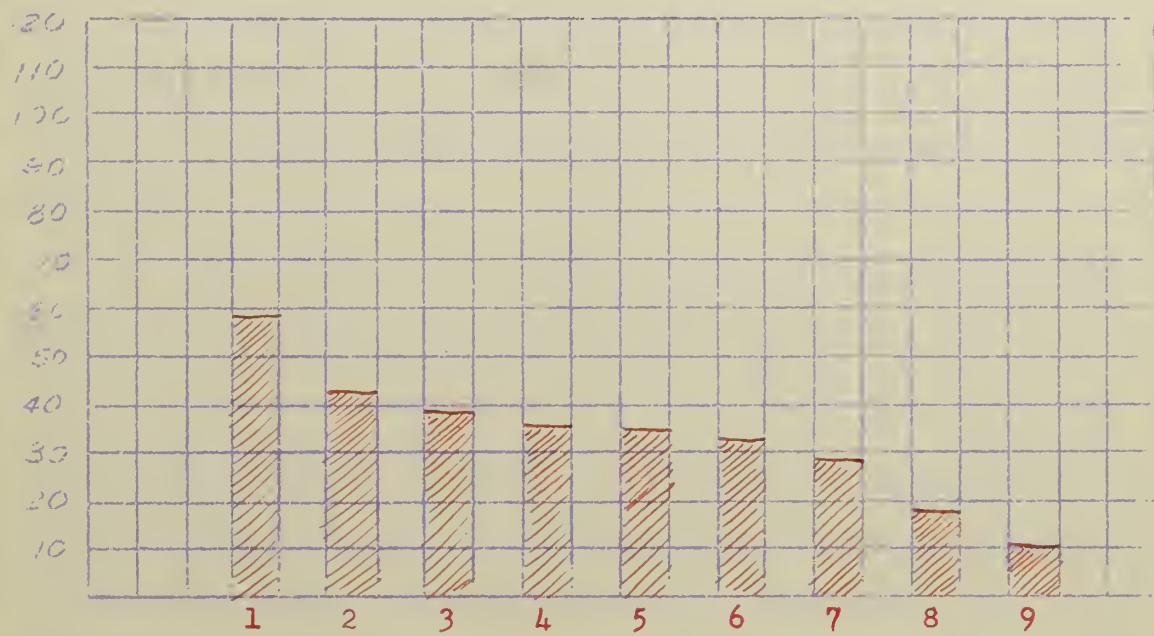
1. 59 reported . . wire recordings

2. 42 reported . . glass slides

3. 39 reported . . mounted pictures

4. 37 reported . . 2x2 slides

5. 36 reported . . disc recordings

6. 33 reported . . teachers were allowed to take recording machines
   home to make recordings for school use

7. 29 reported . . motion pictures

8. 18 reported . . film-strips

9. 10 reported . . students were allowed to take recording machines
   home to make recordings for school use

Table #6

As table #6 shows, only 50 per cent of the clubs reporting are making use of the professional dramas, speeches, etc., which are on the air during the afternoon and evening hours. It seems obvious that either several of the teachers or students would have to partici- pate in the recording program if many of these radio presentations are to be used.

It is surprising to find 24 per cent of the clubs making motion pictures when only 50 per cent are making recordings.

The area of activity in the recording program seems to be one that could easily be developed. Two things would help this de- velopment. First, if more and more teachers were encouraged to ex- periment with making recordings; and second, if there were fewer systems with a "touch me not" policy with regard to the machines, which policy is very detrimental to the entire program of audio-visual aids.

More pupils and teachers might be interested in making plain and photographic slides if the school had some room equipped and available for such activities.

Table #7

Club Service

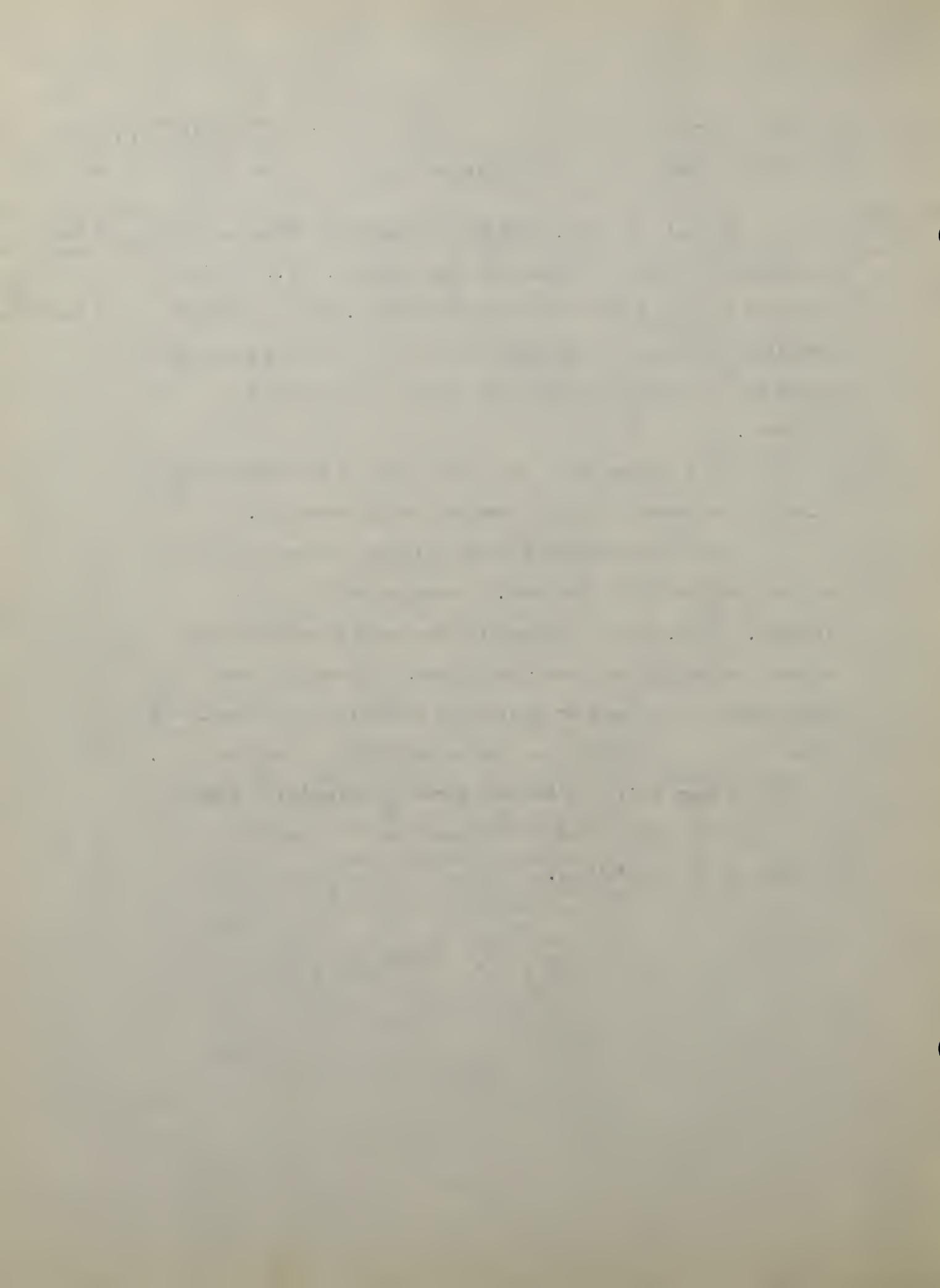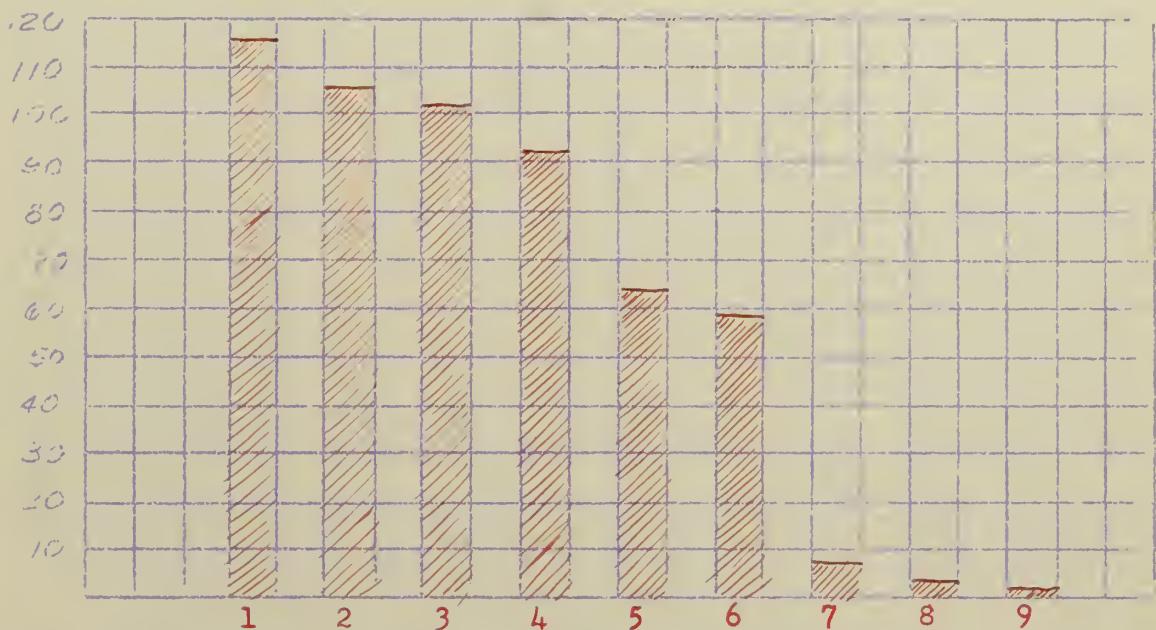1.   117 reported . . regular classes

2.   106 reported . . assemblies

3.   102 reported . . school club meetings

4.   92 reported . . parent teacher meetings

5.   63 reported . . night school programs

6.   59 reported . . civic clubs (night)

7.   8 reported . . paid for civic programs

8.   2 reported . . paid for night school programs

9.   1 reported . . paid for parent teacher meetings
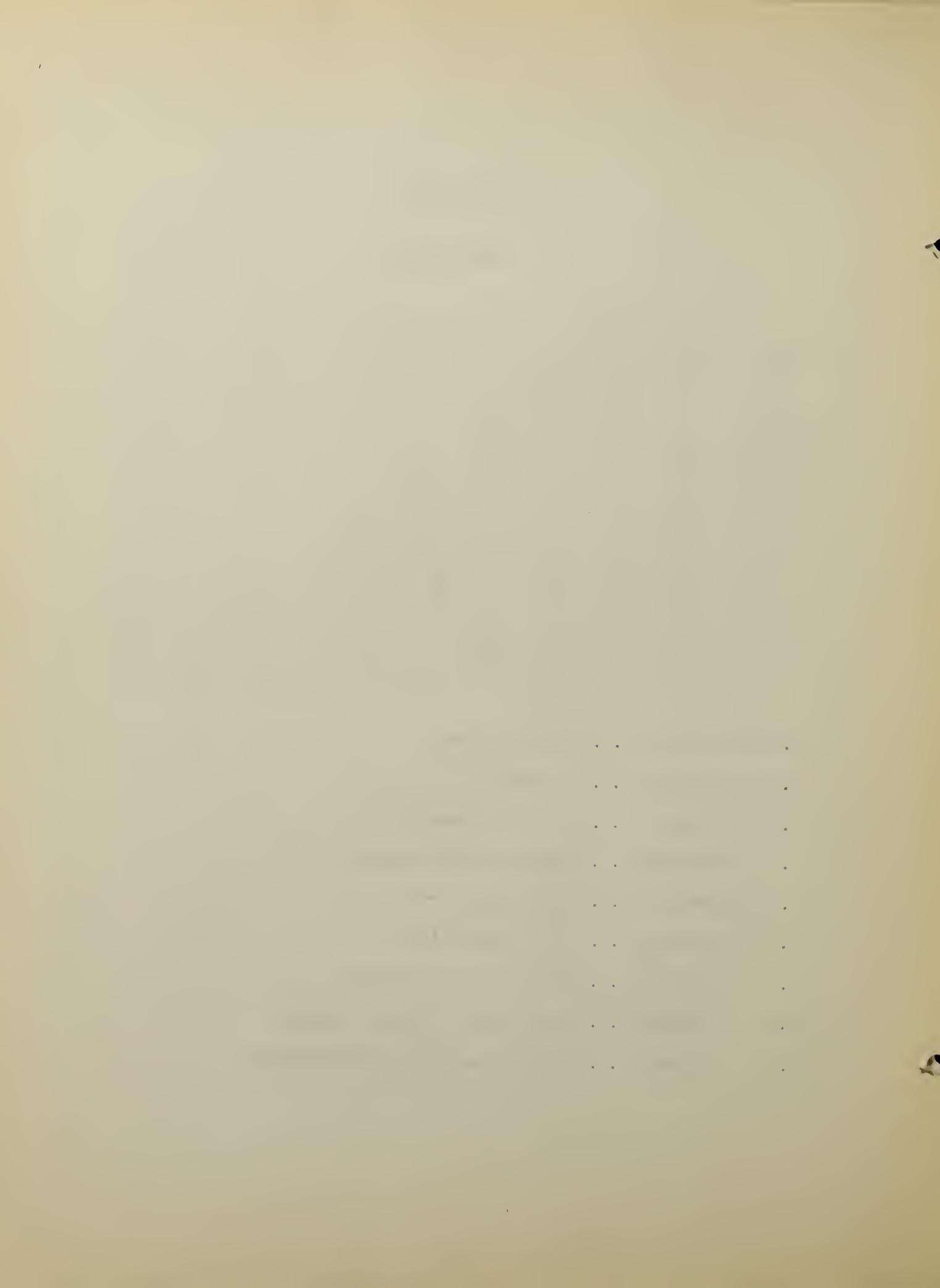
Table #8

Membership
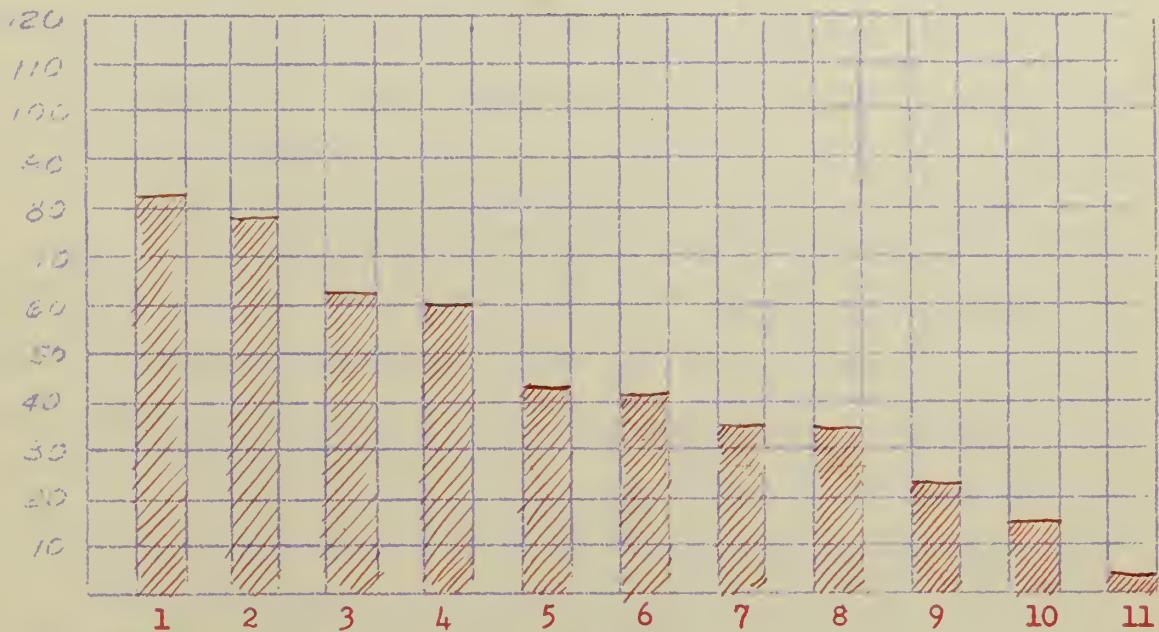
1.   82 reported . . on a volunteer basis

2.   79 reported . . on a selective basis

3.   62 reported . . limited number in club

4.   60 reported . . scholastic standing considered

5.   43 reported . . waiting list

6.   41 reported . . recommended by Home Room teacher

7.   36 reported . . recommended by Guidance teacher

8.   36 reported . . problem students accepted

9.   23 reported . . mechanical ability test

10.   15 reported . . limited number per grade

11.   3 reported . . recommended by former members

Many clubs used a combination of the above factors.
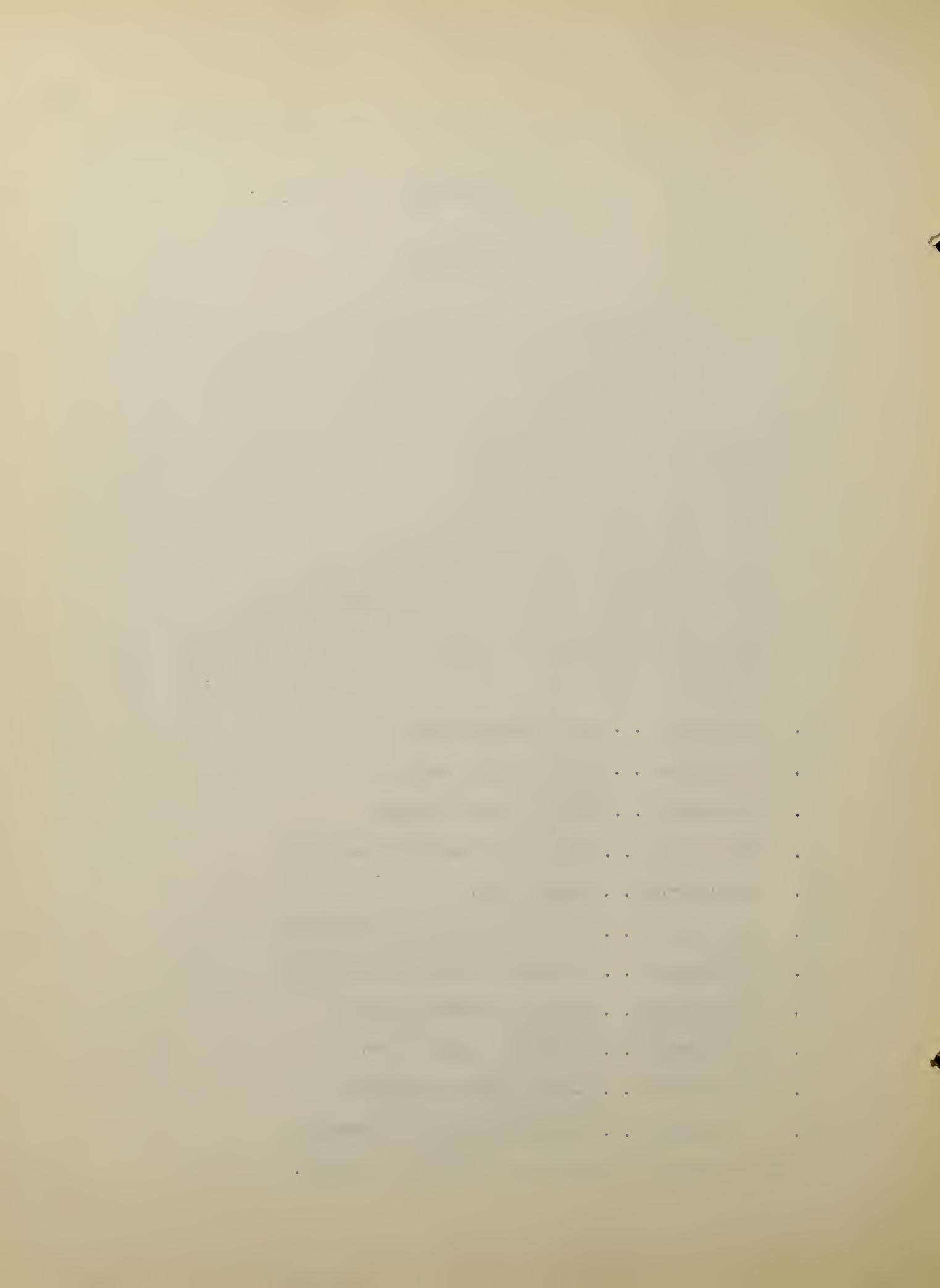
Table #7

A glance at Table #7 shows that a few schools are using the
students to build better public relations. Given the opportunities,
students seem willing to serve with or without pay either their schools
or their communities. Many schools are missing a golden opportunity to
bring the school into the community through the use of audio-visual aids.

The percentage of direct school service runs between 89 and
98 per cent. 53 per cent of the clubs reporting are servicing their
cities' night school programs. 50 per cent of the clubs are servicing
their communities while only 13 per cent are being paid for this service.

Table #8

Table #8 does not show the fact that several successful
organizations restrict their membership to students of above-average
standing. Only one school reported a club composed of students who
had been academic failures. The great majority of the clubs reporting
selected their members from volunteers, restricting their selection
to keep about one third of the students in the ninth or tenth grades.
The factors in this table are so inter-related that quotation of per-
centages is impossible.

Table #9

Training Procedures
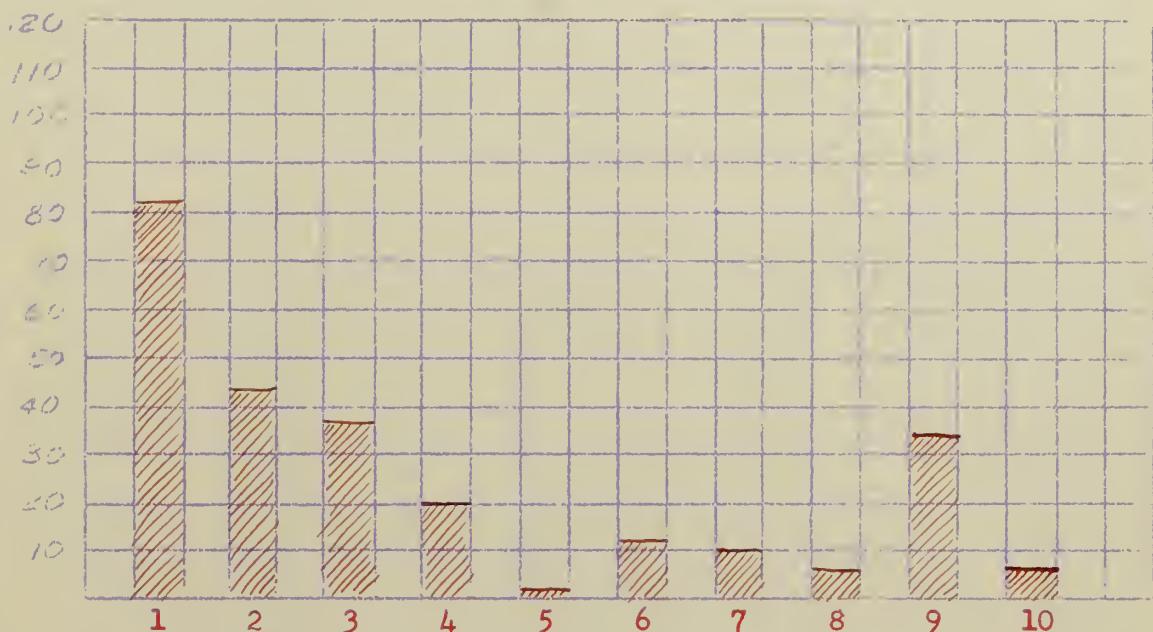
1.   82 reported . . tested by the teacher

2.   44 reported . . tested by the students

3.   36 reported . . final test by the teacher

4.   20 reported , . new members tested by group of members

5.   2 reported . . final test by Director

6.   12 reported . . retested each year

7.   10 reported . . retested each semester

8.   6 reported . . retested each half year

9.   33 reported . . advanced by tests

10.   6 reported . . advanced by vote

Table #10

Student Ranks
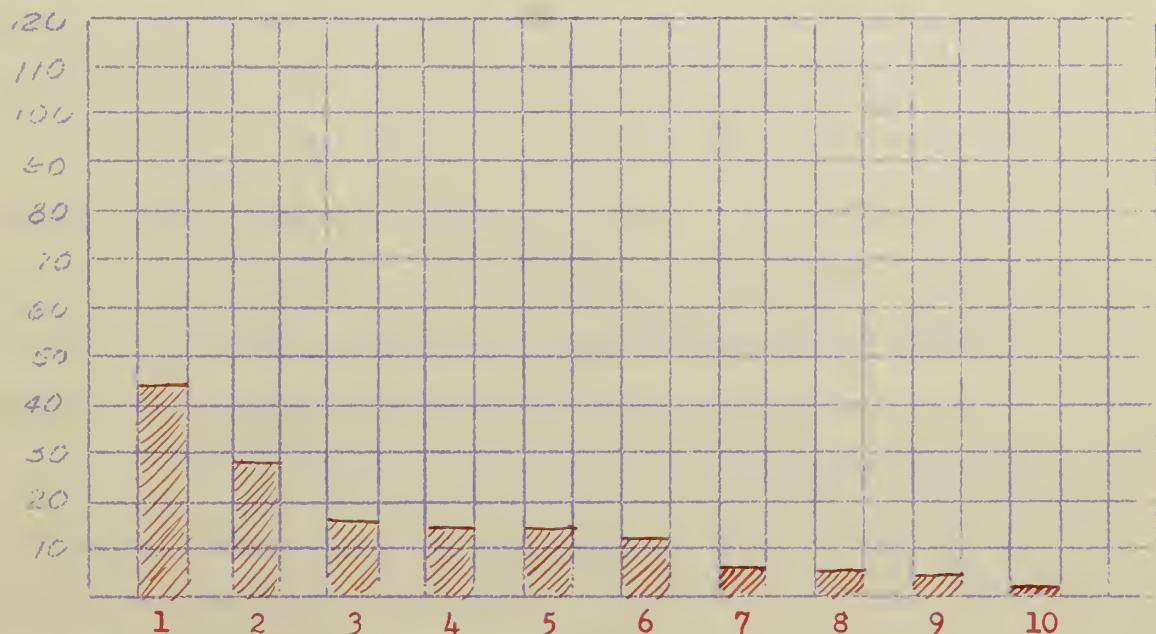
1.   44 reported . . Regular Operator

2.   28 reported . . Assistant Operator

3.   19 reported . . Chief Operator

4.   17 reported . . Senior Operator

5.   15 reported . . Apprentice

6.   11 reported . . Trainee

7.   6 reported . . Repair Chief

8.   5 reported . . Projectionist

9.   4 reported . . Specialist

10.   2 reported . . Captain

Twenty other names were used once each as the designation of various ranks.

Table #9 & 10

In most cases, after the first group of students had been trained they in turn became the teachers of the newer members. The person in charge usually gave the final test. In a well organized department the first two months of the year and the final two months are the busiest for the coordinator, and thus he has little free time to directly train students during these periods. The fact that 27 per cent of the clubs advance their students by tests is interesting and is a step in the right direction. Ability should be recognized regardless of the school year standing of the students.

Only two schools reporting had a regular class period training program for the members prior to their initiation as apprentices. The best training programs existed in those systems where the coordinator had one or two assistants to help with the program.

The use of titles is encouraging. Far too many schools in the past have failed to make use of this means as a psychological factor for rewarding deserving students.

Table #11

Club Credit
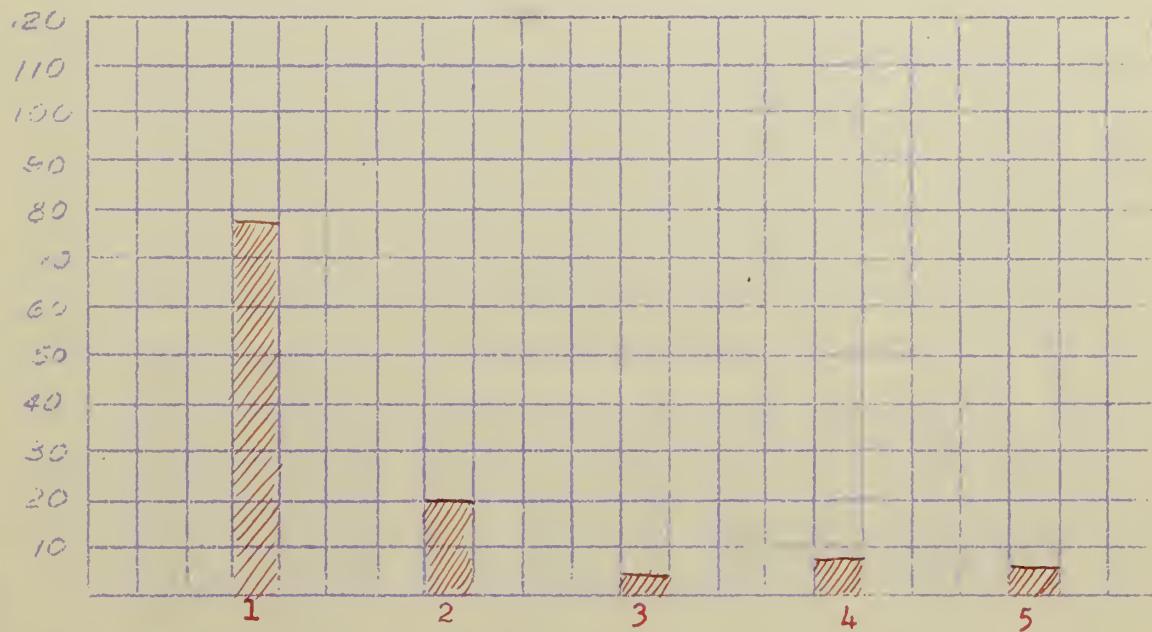
1. 78 reported . . no credit

2. 20 reported . . credit

3. 3 reported . . planning to give credit

4. 6 reported . . credit towards a minor school letter

5. 3 reported . . credit towards a service award

(a certificate awarded at graduation)

Table #12

Assignment Procedures
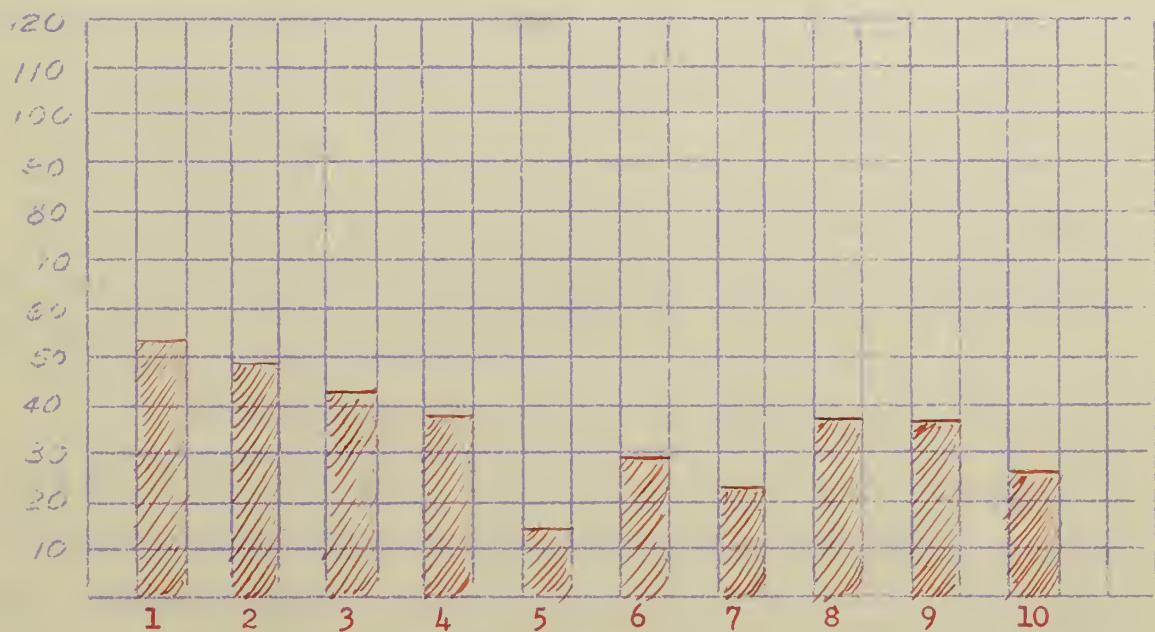
1.   54 reported . . during study periods only

2.   49 reported . . when the club member is in a class using the aid

3.   43 reported . . one member per activity

4.   38 reported . . two members per activity

5.   13 reported . . more than two members per activity

6.   29 reported . . members report to office each day for oral assignment

7.   23 reported . . members report to office each day for written assignment

8.   36 reported . . members checked their assignments each day on the office bulletin board

9.   35 reported . . members notified by note before day of assignment

10.   27 reported . . members notified by note on day of assignment

Table #11 and #12

It is discouraging to find so many systems still failing
to award academic credit, service credit, or credit towards a minor
school letter to the club members who serve at least one period per
day. Some of the club members are serving before school and after
school, while others are serving the community by serving at night
schools and community programs. However, the fact that some sixteen
per cent are now giving academic credit and a few others are planning
to give it, is a hopeful sign.

The results of Table #12 are so interrelated and dependent
on so many different factors that it is difficult to draw any definite
conclusions. The size of the school plus the number of machines avail-
able, plus the number of major activities covered by all enter into the
situation. It seems reasonable to expect in a busy program that the
assignments must be arranged without too much written work on the part
of the coordinator. Thus if the assignments are posted in advance, and
the members check off their names daily, a record can be kept with a
minimum amount of work.

Table #13

Selection of Officers
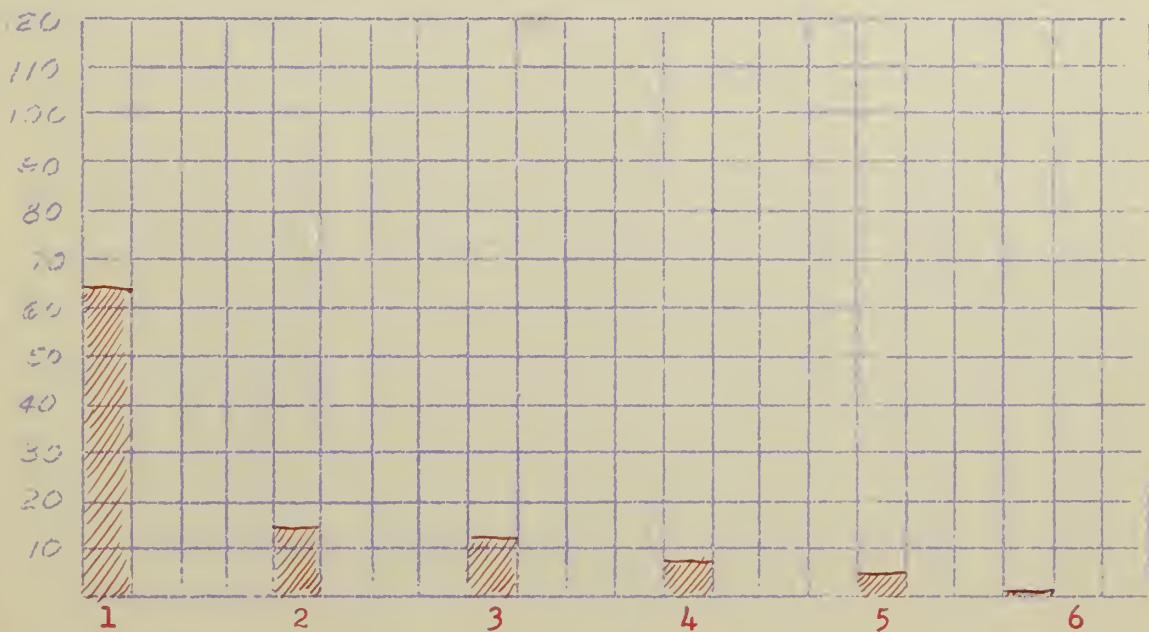
1.   64 reported ... officers elected by members

2.   14 reported . . officers appointed by coordinators

3.   12 reported . . office earned by seniority

4.   8 reported . . office earned by point record

5.   5 reported . . officers recommended by faculty

6.   1 reported . . office earned by demonstrated ability (about
          the same as by point record)

Table #14

Identification Methods
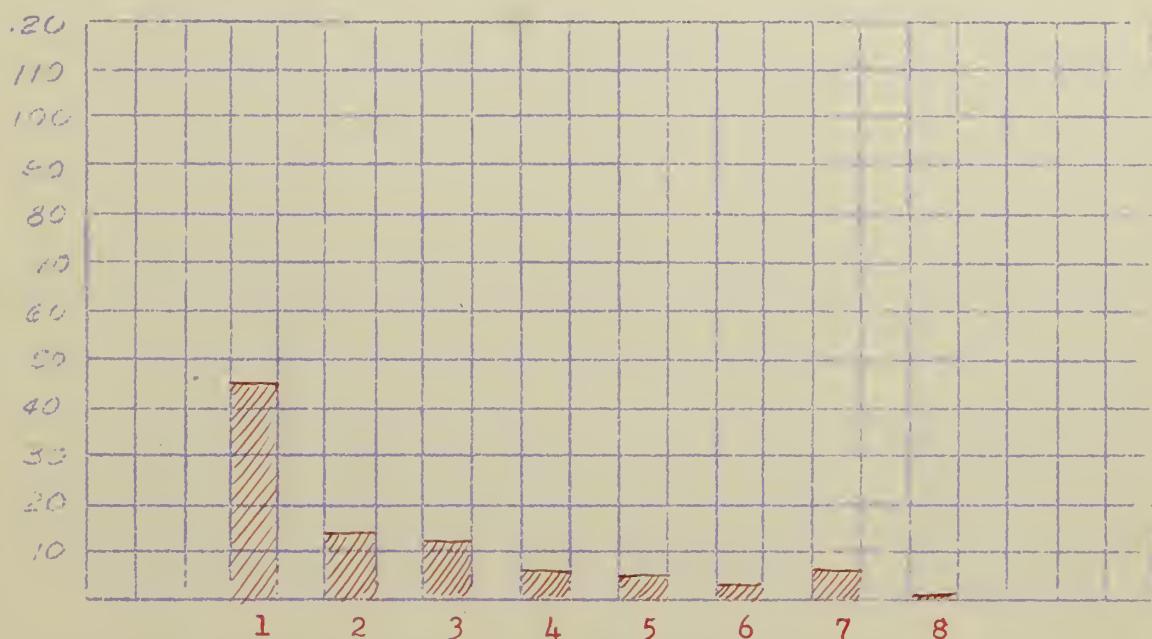
1.   45 reported . . members carried corridor passes

2.   13 reported . . members wore buttons or pins

3.   11 reported . . members carried "job" sheets

4.   6 reported . . members carried note from office each trip

5.   6 reported . . members carried "operator cards" as passes

6.   3 reported . . members wore arm badges

7.   5 reported . . members wore identification all day

8.   1 reported . . members wore identification only during assign-
                     ment

Table #15

Removal Procedures

120
110
100
90
80
70
60
50
40
30
20
10

    1   2   3   4   5   6   7   8
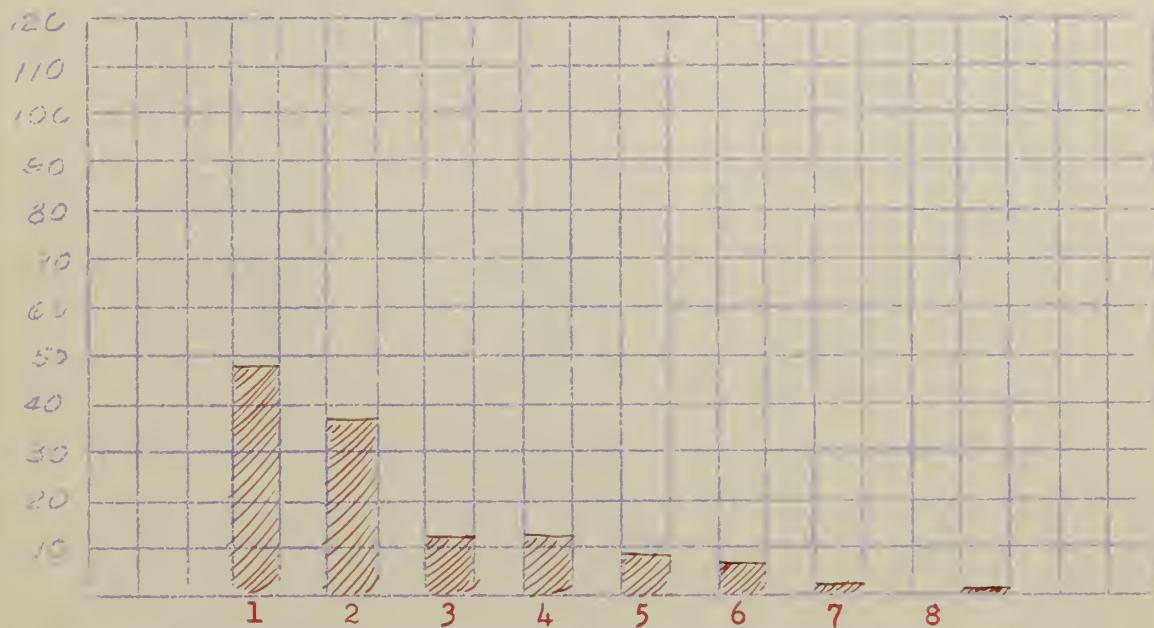
1.   48 reported . . removal on the complaint of any teacher

2.   37 reported . . removal for violation of particular club rules

3.   11 reported . . removal for failure in scholastic achievement

4.   11 reported . . removal at the discretion of the audio-visual
                      director

5.   9 reported . . removal by a system of demerits

6.   6 reported . . removal by decision of the principal

7.   2 reported . . removal by judgment of sponsor

8.   1 reported . . removal by a series of demotions

Tables #13, #14, #15

Although fifty-four per cent of the clubs elected their officers by popular vote, and only sixteen per cent earned their appointments by either seniority or point record it is still a debatable question whether it is more democratic to let members earn an office by proof that they can do the work or allow members who do not really know each other, to elect one of their members to office. I believe that students should be able to earn a position of leadership by something more than personality.

All schools seem to be operating on the principle that some sort of identification is necessary and desirable. Just how far this needs to be carried out depends on what the accepted methods are in a particular school.

It would be good psychology and excellent training to allow the leaders of the club to discuss and assign demerits or dismissal in cases where disciplinary action is necessary.
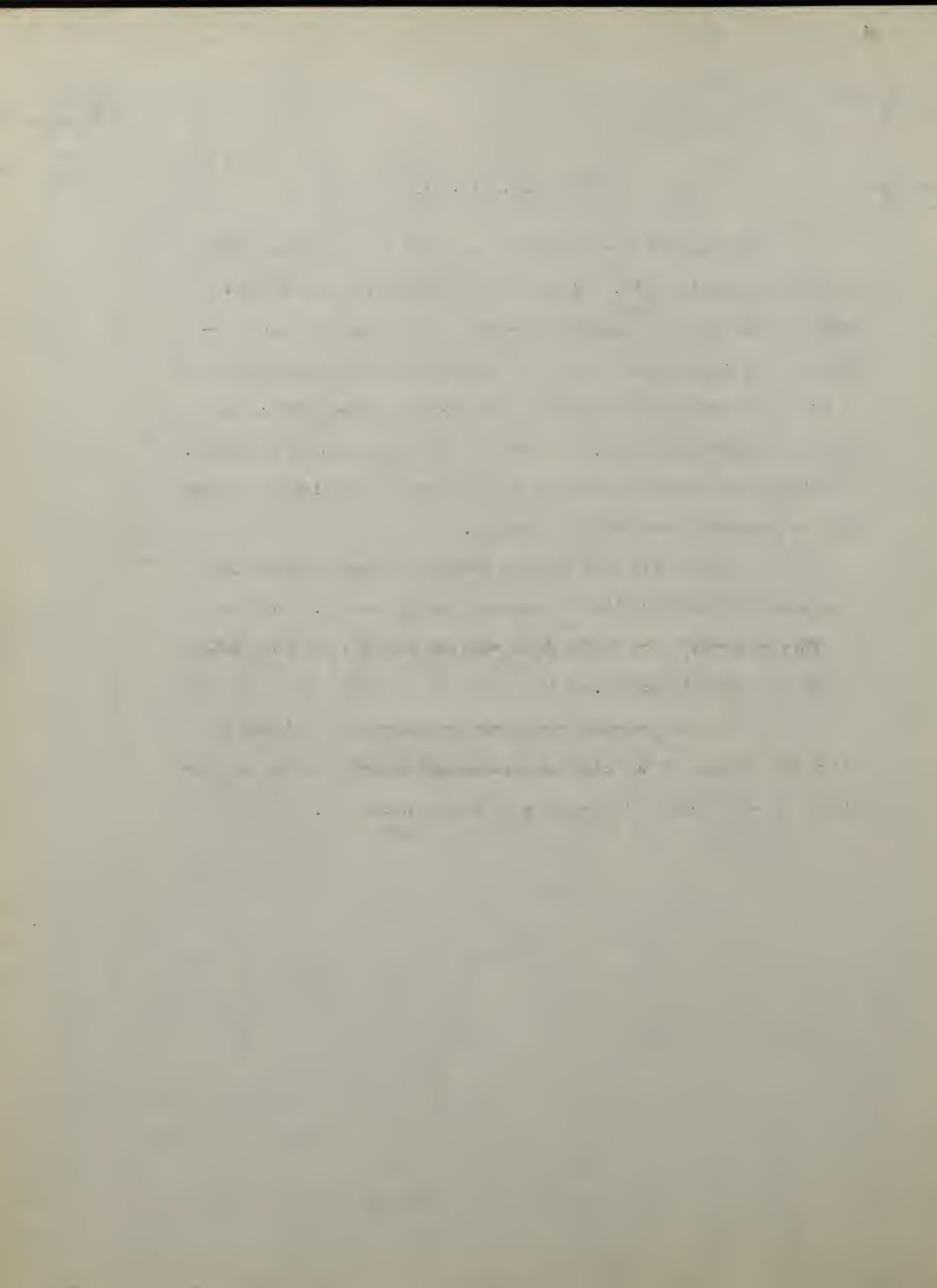
CHAPTER IV

CONCLUSIONS

and

SUGGESTIONS FOR FURTHER STUDY

CONCLUSIONS

The immediate future of Audio-Visual Education holds a thrilling, an envious, a power packed challenge which calls for the greatest ability, diligence, and sustained effort of every administrator. Due to the scientific and industrial developments in the film and projector industry, and to the popular backing of Audio-Visual Education, the far distant future has been moved to within the reach of every classroom teacher. With the Audio-Visual Administrators' help, the teachers are now able to bring a live, pulsating world of reality right into their classrooms!

The classroom teacher has always been the controlling factor in conditioning the philosophy, the curriculum, the dreams and plans of the administrators. With the development of Audio-Visual Departments, the Directors and Coordinators have been given the envious opportunity of helping the classroom teacher accomplish her work. It is on this department more than on all the others that the race between personal and political health, and personal and political disaster will depend.

Never before in the history of the world, let alone in the history of education, have such wonderful opportunities been placed at the disposal of administrators! Education has always trailed disaster by a few years. Many educational developments have led towards better and better educational conditions, but until the latest developments in the audio-visual field no way had ever been found to speed up education to that point at which it could catch up with and pass disaster and chaos in local,

national, and world affairs!

Audio-Visual Education properly understood and intelligently used places the administrator's hands on the throttle of the engine on the most powerful and biggest educational movement the world has ever known. Germany misused it and destroyed itself. Russia is using it in an attempt to destroy the democratic way of life. How are the educational leaders in the United States going to use it? It is a perfect set-up to cut across and bind up all the departments and classifications which have grown up in the public school systems causing a stifling of pupils and teachers alike. These aids are the very best in-service training for the teachers. A properly administered program can rejuvenate many of those teachers who have long ago ceased to teach and have become "baby sitters." The dreams of teaching that once glittered in their imaginations can be nurtured back to life again. For the administrators to ignore their call to duty, spells disaster, to respond half-heartedly, spells failure and means disaster; but to accept the call for added energy and time to intelligently attempt to make the most of these powerful aids to education - means success.

Pictures like figures can be made to lie viciously! Every administrator must be on his guard to make sure that the teachers see the pictures in their proper light and relationship. The use of audio-visual aids rather than making the teacher's task easier makes it much, much harder - but the results are immediate as well as lasting.

As administrators expect the teachers to teach that this is now a world of interdependency, let them not forget that this principle applies to them as well. Student Assistants in the audio-visual depart-

ments should be allowed to participate in the program in a democratic way. The credit due them should be given gladly and whole heartedly. They should be taught and given a chance to find out for themselves what a thrill it is to be part of a service organization. This can only be learned from experience.

With eighty-nine per cent of all school systems in the United States having Audio-Visual Departments, the foundation has been laid on which to build, and build rapidly. Education can no longer think in terms of future generations, - it must think in terms of this generation, for never has any generation held so much potential power in its hands! A properly developed department of visual education holds even the future of the atomic power in the palm of its hand.

The fact that not even a minimum program can be carried on without the assistance of specially trained students seems an established rule. The important question now is: Will school systems take full advantage of the opportunities present to train and use students in a way beneficial to our democratic way of life? Only the future can answer that question. However, some schools throughout the country have established patterns which are available for others to follow.

With the tremendous increase of audio-visual departments during the last few years, the point has now been reached where the movement should spread out horizontally and continue its development. Already there is a growing trend for the department to reach out and take under its guidance many of the activities which formerly had been left to the sole discretion of the classroom teacher, the department head, or the principal. This movement is beneficial from two points of view; first,

the audio-visual department becomes a real assistant to each and every teacher in the system; and second, the handling of the aids in this way makes for greater use of materials on hand, and saves duplicating material which many times disappear in the bottom of dusty closets.

Too many systems are using the students for routine work and denying them the pleasure of real responsibility in operating and caring for the projectors and machines. Many of the teachers who are using the machines for the first time, place too much importance in the machines and not enough importance in the films, records, and recordings. There seems to be a feeling among teachers that teaching would be very easy if perfect material were on hand for use. I disagree heartily with this belief. The more abundant and better the material is, the more difficult the teacher's job becomes. In general, I believe that far too many teachers are simply adding a day or two to their units in order to take care of the available aids. If this is not checked, much of the value of the service will be lost.

I predict that this will not be brought to fruition until the coordinator is a permanent member of each of the curriculum revision committees. This would mean that, in a school of one thousand pupils and up, a full time coordinator and a part time assistant would be absolutely necessary. Besides this, the Coordinator should have a standing equivalent to an assistant principal in order to be able to plan his program without disrupting the regular school program.

The production functions of an audio-visual department require either the control of the already existing camera club, or its complete cooperation. A moving picture camera, a good flash camera, a copy-

ing attachment, and a camera that can take 35 mm film-strips are among
the necessary equipment that should be on hand. In order that the students
might derive the greatest benefits, a dark room should be available. The
actual work should be done by the students and not by the teachers or
Coordinators. One of the Coordinator's assistants should be, is possible,
from the art or mechanical drawing department.

A special room for broadcasting over the public address system
as well as to be available for special recordings should be planned. The
dramatic coach could be of great help in this activity.

There is no question but that the students are doing a fine job
of servicing the program, but there is a big question whether they are re-
ceiving just returns for their services. Most of the students are working
at least one period per day. This time should give them academic credit
equal to whatever the system gives for any unprepared subject. It is true
that the students develop traits that are very beneficial to themselves,
but after all, they must have credits to graduate, and their permanent
records should show both the credit and the number of hours which they
have served.

The membership of the club should be used to further the general
policies of the school and not just the club itself. It is much harder to
organize and control a club containing a good cross section of the school
population than a club containing only a sampling from thehighest IQ's in
the school. Many of the services rendered are such that even the use of
the problem students can be justified.

After a program has been started, much of the training can be
done on the "job." This is the very best sort of training and is the

kind often referred to as direct, purposeful experiences. There should be a reasonable chance for all members to advance to full membership, that is, to hold a master's rating as far as the operation of the projectors and machines is concerned.

Usually a club has at least three divisions in rank. The credit allowed might be broken down to a maximum number for ratings of regular operators or equally responsible positions, a lesser number for the assistant operators, and a minimum number for apprentices. This system would also act as an incentive for members to advance as rapidly as possible in their standing in the club.

If each student member has a membership card, this card could be a pass to the office during the home room period so that he could check his attendance and his assignment for that day. Many assignments can be more or less permanent in nature, but there are always special things that need to be done no matter how much preparation is attempted. Also, if this procedure is followed, the members can report directly to their assignments without loss of time between classes.

When the school situation is such that all members of the club have opportunities to work together and have opportunities of knowing each other personally it would seem reasonable to let them elect their own officers. If, however, these opportunities are not present it would seem better to set up some kind of a point system and select the officers by their records of service.

Because the members of the audio-visual organization are acting as teachers' assistants, it would be well to have them wear some

kind of identification at all times. This would help them feel the importance of their positions and also make it easy to distinguish members in case of conduct trouble. A board of leaders in the club might sit in judgment on matters of conduct and general club procedures.

SUGGESTIONS FOR FURTHER STUDY

In the light of the findings of this study, I should like to
make a study based on several of the systems which are reportedly making
a maximum contribution in the audio-visual field to find out the relation-
ship between the number of teachers, pupils, machines, and films, film-
strips, etc. This would help in setting up minimum and maximum objectives
for a department.

I should like to see the results from a group study of the
cities in the United States with populations between 25,000 and 50,000
using a similar but revised questionnaire which included the number of aids
and the number of teachers or classes.

A very valuable study might be made of the film libraries
in Boston and its suburbs as to the films which they actually carry on
their shelves. It seems that their catalogues are very misleading.

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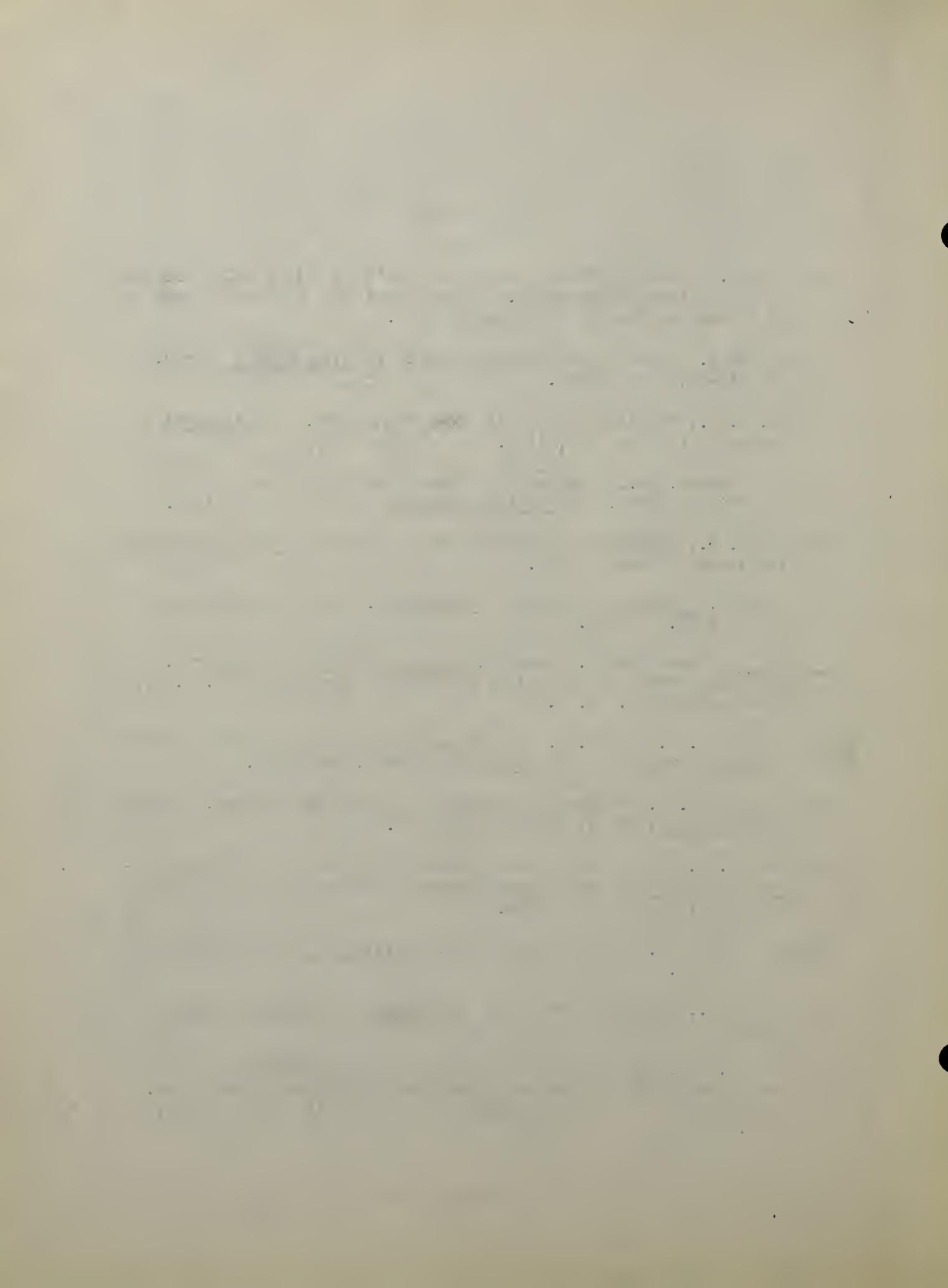
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APPENDIX I

LETTERS AND QUESTIONNAIRES

Rindge Technical School
Department of Visual-Aids
Cambridge 38, Massachusetts

January 31, 1949

Dear Sir:

Would a summary of the structure and organization of high school student organizations, grades nine or ten through twelve, used to carry out the various duties of an audio-visual program, be of interest to you? By returning the enclosed questionnaire in the self-addressed stamped envelope, a summary of the functioning programs in high schools for which questionnaires are returned, is yours for the asking.

A search of educational literature for information concerning the actual structure and organization of Audio-Visual Clubs reveals less than twenty articles. Many of these are excellent, but deal with the problem in small schools and show no general trends that could be used as a basis of an organization in a city school system.

Because of the meager information available, and because I have been given the task of setting up a program at Rindge, I am sending out the enclosed questionnaire to all cities in the United States with populations of 50,000 and over.

Any information that you are willing to share with me even if it is only to check that you have no A/V organization will be of great value and will be deeply appreciated.

Very truly yours,

Audio-Visual Coordinator

Name of School _

A/V organization started in year _ _ _ _ . No A/V organization and none

planned _ _ _ _ . No A/V organization but planning one _ _ _ _ .

Name of A/V organization _

Name of person in charge of A/V organization _ _ _ _ _ _ _ _ _ _ _ _ _ _

Please check as many within each question as possible even though some
MAY SEEM TO BE DUPLICATES.

1. How many major activities does the Club handle?
___a. Radio broadcasting (classroom)
___b. Camera Club
___c. Projected Aids
___d. Mounted Pictures
___e. Classroom Bulletin Boards
___f. Corridor Bulletin Boards
___g. Gather material from library
___h. _____
___i. _____

2. What are its functions?
___a. Visiting rooms to check material desired
___b. Delivering material to rooms
___c. Collecting material from rooms
___d. Keeping records of rooms and material used
___e. Ordering material from Central Library
___f. Keeping attendance of Club members
___g. Making assignments of Club members
___h. Delivering equipment
___i. Setting up equipment
___j. Running equipment
___k. Demonstrating equipment to students
___l. Demonstrating equipment to teachers
___m. Inspecting films
___n. Evaluating films
___o. Rewinding films
___p. Splicing films
___q. Errands in school
___r. Errands outside of school
___s. Repairing machines (see #3)
___t. Repairing furniture
___u. Making materials for projection (#4)
___v. Building models

_ _

3. If repair functions are allowed, what are they?
   ___a. Cleaning lenses
   ___b. Oiling motors
   ___c. Replacing lamps
   ___d. Replacing tubes
   ___e. Replacing spring belts
   ___f. Replacing leather belts
   ___g. Examining for defects
   ___h. Replacing fuses
   ___i. _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _
   ___j. _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

4. If production of material is allowed, what are they?
   ___a. Mounted pictures
   ___b. Glass slides
   ___c. 2x2 slides
   ___d. Film-strips
   ___e. Motion pictures
   ___f. Disc recordings
   ___g. Wire recordings
   ___h. Members take machines home to make radio recordings
   ___i. Teachers take machines home to make radio recordings

   _

5. For what types of occasions are members available?
   ___a. Regular classes
   ___b. Assemblies
   ___c. Parent Teacher Meetings
   ___d. School Club Meetings
   ___e. Night School Programs
   ___f. Civic Clubs (night)
   ___g. Ever paid for if above

   _

6. How are members chosen?
   ___a. Volunteer basis
   ___b. Selected by person in charge
   ___c. Recommended by Home R. Teacher
   ___d. Recommended by Guidance Teacher
   ___e. Scholastic standing considered
   ___f. Mechanical ability test
   ___g. Problem students accepted
   ___h. Limited number in Club
   ___i. Limited number per grade
   ___j. Waiting list

   _

7. Has the Club specific training procedures?
   ___a. Advancement by year
   ___b. Advancement by tests
   ___c. Advancement by vote
   ___d. Tested by teacher
   ___e. Tested by student
   ___f. Tested by group of students
   ___g. Final test by teacher
   ___h. Retested by semesters
   ___i. Retested each half year
   ___j. Retested each year

   -
   - - - - - - - - - - - - - . - - - - - - - -

8. What names are used to designate ranks of students?
   ___a. Apprentice
   ___b. Trainee
   ___c.
   ___d. Assistant Operator
   ___e. Regular Operator
   ___f. _ _ _ _ _ _ _ _ _ _ _ _
   ___g. Senior Projectionist
   ___h. Chief Operator
   ___i. _ _ _ _ _ _ _ _ _ _ _
   ___j. Specialist
   ___k. Repair Chief

   - - - - - - - - - - - -
   - - - - - - - - - - - -

9. Are the members allowed academic credit? (Credits needed to graduate
   _____)

   ___a. One-half credit
   ___b. One credit
   ___c. Two credits
   ___d. Three credits
   ___e. No credit allowed
   ___f. - - - - - - - - - - - - - - - - - -

10. How are members notified of their assignments?
    ___a. Report to A/V Center each day for oral assignment
    ___b. Report to A/V Center each day for written assignment
    ___c. Check their assignments each day on A/V bulletin board
    ___d. Notified by note before day of assignment
    ___e. Notified by note day of assignment
    ___f. Assigned only during study periods
    ___g. Assigned during study periods and when class is using aid
    ___h. One member assigned per activity
    ___i. Two members assigned per activity
    ___j. More than two members assigned per activity

    -

11. Does the Club have officers?   Yes ___ No ___
    ___a. Voted by members
    ___b. Appointed by teacher
    ___c. Earned by point record
    ___d. Earned by senority
    ___e. Recommended by faculty

    - - - - - - - - - - - - - - - - - -

12. Do the members wear any identification?
    ___a. Arm badge
    ___b. Button
    ___c. Carry corridor passes
    ___d. Note from office each trip
    ___e. Wear identification all day
    ___f. Wear identification during assignment

    -

13. Has the Club any removal procedures?
    ___a. Complaint of any teacher
    ___b. System of demerits
    ___c. Violation of particular Club rules
    ___d. Discussion and vote of members

        - - - - - - - - - - - - - -
        - - - - - - - - - - - - - -

14. Would you care to receive a copy of the summary of the questionnaire?
                                    Yes ___ No ___

Rindge Technical School
Department of Visual-Aids
Cambridge 38, Massachusetts

March 7, 1949

Dear Sir:

On the thirty-first of January, I sent out 191 question-naires and to date I have received answers from 94 Directors. The returns are very interesting and helpful, but they would be even more valuable if the results could be tabulated from at least 60 percent of the 191 cities.

I realize that you are very busy and undoubtedly receive countless questionnaires, but I can only hope that this one arrives at a time when you are not too busy.

Respectfully yours,

Audio-Visual Coordinator

Rindge Technical School
Department of Audio-Visual Education
Cambridge 38, Massachusetts

April 4, 1949

Superintendents, Directors,
Principals, and Coordinators

Gentlemen:

It would be impossible for me at this time to answer each of you with the personal letter which you deserve. However, I wish to express my appreciation for the returned questionnaires and the many cards, blanks, outlines, catalogues, diagrams, personal letters, and notes which have been, not only a great help to me, but also an inspiration to extend the same consideration and cooperation to others.

I am enclosing a copy of the summary of the questionnaires.

Very truly yours,

A/V Coordinator

191 questionnaires sent out
156 returned

118 A/V clubs
 20 A/V Departments but no clubs
 18 No A/V Departments
  5 A/V Departments planning clubs

A/V organizations set up during:
        '18 - '23 2
        '24 - '28 4
        '29 - '33 5
        '34 - '38 21
        '39 - '43 20
        '44 - '48 44
        '49 - '50 5
        No dates . . . 37

1. How many major activities does the Club handle?
        29   Public address systems
        22   Camera Clubs
       118   Projected Aids
        37   Mounted Pictures
         8   Classroom bulletin boards
        13   Corridor bulletin boards
        15   Gathering material from library
        11   Recordings
         6   Auditorium
         8   Record playing
         1   Stadium
         1   Publicity programs
         1   Museum displays
         1   Field trips

2. What are its functions?
        41   Visiting rooms to check material desired
        86   Delivering material to rooms
        82   Collecting material from rooms
        66   Keeping records of rooms and material used
        52   Ordering material from central library
        52   Keeping attendance of club members
        59   Making assignments of club members
        97   Delivering equipment
       111   Setting up equipment
       116   Running equipment
        80   Demonstrating equipment to teachers
        84   Demonstrating equipment to students
        65   Inspecting films
        34   Evaluating films
       104   Rewinding films
       101   Splicing films

2. (cont.)
    64 Errands in school
    43 Errands outside of school
    52 Repairing machines (see #3)
     6 Repairing furniture
    40 Making material for projection (#4)
     3 Building models
     2 Framing and checking operation
     1 Previewing films

3. If repair functions are allowed, what are they?
    100 Cleaning lenses
     91 Oiling motors
     99 Replacing lamps
     61 Replacing tubes
     86 Replacing spring belts
     33 Replacing leather belts
     52 Examining for defects
     79 Replacing fuses
      7 Repairing cords
      5 General overhauling
      2 Repairing playbacks

4. If production of material is allowed, what is produced?
     39 Mounted Pictures
     42 Glass slides
     37 2x2 slides
     18 Film-strips
     27 Motion pictures
     36 Disc recordings
     59 Wire recordings
     10 Members allowed to take recording machines home to record
            for school use
     33 Teachers allowed to take recording machines home to record
            for school use

5. For what types of occasions are members available?
    117 Regular classes
    106 Assemblies
     92 Parent Teacher Meetings
    102 School Club Meetings
     63 Night School Programs
     59 Civic Clubs (night)
      8 Paid for Civic Club projection
      1 Paid for Parent Teacher Meetings
      2 Paid for Night School Programs

6. How are members chosen?
   82 Volunteer basis
   79 Selected by person in charge
   41 Recommended by Home R. teacher
   36 Recommended by Guidance teacher
   60 Scholastic standing considered
    3 Recommended by former members
   23 Mechanical ability test
   37 Problem students accepted
   62 Limited number in club
   15 Limited number per grade
   43 Waiting list
    1 By Club consent
    2 Grammar school operators accepted

7. Has the Club specific training procedures?
   33 Advancement by year
   33 Advancement by tests
    6 Advancement by vote
   82 Tested by teacher
   44 Tested by students
   20 Tested by group of students
   36 Final test by teacher
   10 Retested by semesters
    6 Retested each half year
   12 Retested each year
    2 Final test by Director
    1 Advanced by demonstrated ability
    1 Constant check by teachers

8. What names are used to designate the rank of students?
   15 Apprentice
   11 Trainee
    2 Captain
   28 Assistant Operator
   44 Regular Operator
    5 Projectionist
    1 Manager
   17 Senior Projectionist
   19 Chief Operator
    2 Crew Member
    4 Specialist
    6 Repair Chief
       Over 20 other names were used only once

9. Are the members allowed academic credit?
   78 No
   20 Yes
    3 Planning credit
    3 Honor or service credit
    6 Minor school letters

10. How are members notified of their assignments?
    29 Report to A/V Center each day for oral assignment
    23 Report to A/V Center each day for written assignment
    36 Check their assignments each day on the A/V bulletin board
    35 Notified by note before day of assignment
    27 Notified by note day of assignment
    54 Assigned only during study periods
    49 Assigned only during study periods or when class is using aid
    43 One member assigned per activity
    38 Two members assigned per activity
    13 More than two members assigned per activity

11. Does the Club have officers?
    64 Voted by members
    14 Appointed by teacher
     8 Earned by point record
    12 Earned by seniority
     5 Recommended by faculty

12. Do the members wear any identification?
     3 Arm badge
    13 Button or pin
    45 Carry corridor passes
     6 Carry Operator Card
     6 Note from office each trip
     5 Wear identification all day
     1 Wear identification during assignment
    11 Carry "job sheets"

13. Has the Club any removal procedures?
    48 Complaint of any teacher
     9 System of demerits
    37 Violation of particular Club rules
    11 Failure in scholastic marks
     2 Judgment of sponsor
    13 Discussion and vote of members
     6 Approval of Principal
    11 Discussion of A/V leader
     1 Poor citizenship

APPENDIX II

LIST OF CITIES PARTICIPATING

Cities answering questionnaire are starred (*)

1.	New York	New York	7,454,995
2.	Chicago	Illinois	3,396,808
3.	Philadelphia	Pennsylvania	1,931,334 *
4.	Detroit	Michigan	1,623,452 *
5.	Los Angeles	California	1,504,277 *
6.	Cleveland	Ohio	878,336
7.	Baltimore	Maryland	859,100 *
8.	St. Louis	Missouri	816,048 *
9.	Boston	Massachusetts	770.816
10.	Pittsburgh	Pennsylvania	671,659 *
11.	Washington	District of Columbia	663,091 *
12.	San Francisco	California	634,536 *
13.	Milwaukee	Wisconsin	587,472 *
14.	Buffalo	New York	575,901 *
15.	New Orleans	Louisiana	494,537
16.	Minneapolis	Minnesota	492,370
17.	Cincinnati	Ohio	455,610 *
18.	Newark	New Jersey	429,760 *
19.	Kansas City	Missouri	399,178 *
20.	Indianapolis	Indiana	386,972 *
21.	Houston	Texas	384,514 *
22.	Seattle	Washington	368,302 *
23.	Rochester	New York	324,975 *
24.	Denver	Colorado	322.412 *
25.	Louisville	Kentucky	319,077 *
26.	Columbus	Ohio	306,087
27.	Portland	Oregon	305,394 *
28.	Atlanta	Georgia	302,288 *
29.	Oakland	California	302,163 *
30.	Jersey City	New Jersey	301,173 *
31.	Dallas	Texas	294,734 *
32.	Memphis	Tennessee	292,942 *
33.	St. Paul	Minnesota	287,736 *
34.	Birmingham	Alabama	282,583 *
35.	Toledo	Ohio	282,349
36.	San Antonio	Texas	253,854 *
37.	Providence	Rhode Island	253,504
38.	Akron	Ohio	244,791 *
39.	Omaha	Nebraska	223,844 *
40.	Dayton	Ohio	210.718
41.	Syracuse	New York	205,967
42.	Oklahoma City	Oklahoma	204,424 *
43.	San Diego	California	203,341 *
44.	Worcester	Massachusetts	193,694
45.	Richmond	Virginia	193,042 *
46.	Fort Worth	Texas	177,662 *
47.	Jacksonville	Florida	173,065 *
48.	Miami	Florida	172,172 *
49.	Youngstown	Ohio	167,720 *
50.	Nashville	Tennessee	167,402 *

51.	Hartford	Connecticut	166,267 *
52.	Grand Rapids	Michigan	164,292 *
53.	Long Beach	California	164,271 *
54.	New Haven	Connecticut	160,305 *
55.	Des Moines	Iowa	159,819 *
56.	Flint	Michigan	151,543 *
57.	Salt Lake City	Utah	149,934 *
58.	Springfield	Massachusetts	149,554 *
59.	Bridgeport	Connecticut	147,121 *
60.	Norfolk	Virginia	144,332 *
61.	Yonkers	New York	142,598 *
62.	Tulsa	Oklahoma	142,157 *
63.	Scranton	Pennsylvania	140.404 *
64.	Paterson	New Jersey	139,656 *
65.	Albany	New York	130,577 *
66.	Chattanooga	Tennessee	128,163 *
67.	Trenton	New Jersey	124,697
68.	Spokane	Washington	122,001
69.	Kansas City	Kansas	121,458 *
70.	Fort Wayne	Indiana	118,410 *
71.	Camden	New Jersey	117,536 *
72.	Erie	Pennsylvania	116,955 *
73.	Fall River	Massachusetts	115,428 *
74.	Wichita	Kansas	114,966 *
75.	Wilmington	Delaware	112,504 *
76.	Gary	Indiana	111,719 *
77.	Knoxville	Tennessee	111,580 *
78.	Cambridge	Massachusetts	110,879 *
79.	Reading	Pennsylvania	110.568 *
80.	New Bedford	Massachusetts	110.341 *
81.	Elizabeth	New Jersey	109,912 *
82.	Tacoma	Washington	109,408 *
83.	Canton	Ohio	108,401 *
84.	Tampa	Florida	108,391 *
85.	Sacramento	California	105,958 *
86.	Peoria	Illinois	105,087 *
87.	Somerville	Massachusetts	102,177 *
88.	Lowell	Massachusetts	101,389 *
89.	South Bend	Indiana	101,268 *
90.	Duluth	Minnesota	101,065 *
91.	Charlotte	North Carolina	100,899 *
92.	Utica	New York	100,518 *
93.	Waterbury	Connecticut	99,314
94.	Shreveport	Louisiana	98,167
95.	Lynn	Massachusetts	98,123 *
96.	Evansville	Indiana	97,062
97.	Allentown	Pennsylvania	96,904 *
98.	El Paso	Texas	96,810 *
99.	Savannah	Georgia	95,996
100.	Little Rock	Arkansas	88,039 *

101.	Austin	Texas	87,930	*
102.	Schenectady	New York	87,549	*
103.	Wilkes-Barre	Pennsylvania	86,236	*
104.	Berkeley	California	85,547	*
105.	Rockport	Illinois	84,637	*
106.	Lawrence	Massachusetts	84,323	*
107.	Harrisburg	Pennsylvania	83,893	*
108.	Saginaw	Michigan	82,794	*
109.	Glendale	California	82,582	*
110.	Sioux City	Iowa	82,364	*
111.	Lincoln	Nebraska	81,984	*
112.	Pasadena	California	81,864	*
113.	Altoona	Pennsylvania	80,214	*
114.	Winston-Salem	North Carolina	79,815	*
115.	Bayonne	New Jersey	79,198	*
116.	Huntington	West Virginia	78,836	*
117.	Lansing	Michigan	78,753	*
118.	Mobile	Alabama	78,720	*
119.	Binghamton	New York	78,309	*
120.	Montgomery	Alabama	78,084	*
121.	Niagara Falls	New York	78,029	
122.	Manchester	New Hampshire	77,685	*
123.	Quincy	Massachusetts	75,810	*
124.	Pawtucket	Rhode Island	75,797	*
125.	East Saint Louis	Illinois	75,609	
126.	Springfield	Illinois	75,503	*
127.	Charleston	South Carolina	71,275	*
128.	Springfield	Ohio	70,662	*
129.	Troy	New York	70,304	
130.	Hammond	Indiana	70,184	*
131.	Newton	Massachusetts	69,873	*
132.	Roanoke	Virginia	69,287	
133.	Lakewood	Ohio	69,160	*
134.	East Orange	New Jersey	68,945	*
135.	New Britain	Connecticut	68,685	*
136.	San Jose	California	68,457	*
137.	Topeka	Kansas	67,833	*
138.	Racine	Wisconsin	67,195	*
139.	Johnstown	Pennsylvania	66,668	*
140.	Pontiac	Michigan	66,626	*
141.	Davenport	Iowa	66,039	*
142.	Oak Park	Illinois	66,015	*
143.	Augusta	Georgia	65,919	
144.	Phoenix	Arizona	65,414	*
145.	Evanston	Illinois	65,389	
146.	Cicero	Illinois	64,712	
147.	Atlantic	New Jersey	64,094	
148.	Dearborn	Michigan	63,584	*
149.	Medford	Massachusetts	63,083	*
150.	Terre Haute	Indiana	62,693	*

151.	Columbia	South Carolina	62,396	*
152.	Brockton	Massachusetts	62,343	*
153.	Cedar Rapids	Iowa	62,120	*
154.	Jackson	Mississippi	62,107	*
155.	Covington	Kentucky	62,018	*
156.	Passaic	New Jersey	61,394	*
157.	Lancaster	Pennsylvania	61,345	*
158.	Springfield	Missouri	61,238	*
159.	Stamford	Connecticut	61,215	
160.	Wheeling	West Virginia	61,099	
161.	Galveston	Texas	60,862	*
162.	Saint Petersburg	Florida	60,812	*
163.	Fresno	California	60,685	*
164.	Durham	North Carolina	60,195	*
165.	Greensboro	North Carolina	59,319	
166.	Decatur	Illinois	59,305	*
167.	Chester	Pennsylvania	59,285	*
168.	Beaumont	Texas	59,061	*
169.	Bethlehem	Pennsylvania	58,490	
170.	New Rochelle	New York	58,408	
171.	Malden	Massachusetts	58,010	*
172.	Macon	Georgia	57,865	*
173.	Upper Darby	Pennsylvania	56,832	
174.	York	Pennsylvania	56,712	*
175.	Union City	New Jersey	56,173	*
176.	Waco	Texas	55,845	*
177.	McKeesport	Pennsylvania	55,355	
178.	Irvington	New Jersey	55,328	*
179.	Stockton	California	54,714	
180.	Kalamazoo	Michigan	54,097	*
181.	Holyoke	Massachusetts	53,750	*
182.	Santa Monica	California	53,500	*
183.	Columbus	Georgia	53,280	*
184.	Pueblo	Colorado	52,162	*
185.	Waterloo	Iowa	51,743	*
186.	Amarillo	Texas	51,686	*
187.	Asheville	North Carolina	51,310	*
188.	Highland Park	Michigan	50,810	*
189.	Portsmouth	Virginia	50,745	*
190.	Kackson Mills	New Jersey	50,583	
191.	Hoboken	New Jersey	50,115	*